DOCUMENT RESUME

ED 270 168 JC 860 308

TITLE	Community College Involvement in the Education of Adults: Literature Review and Analysis. First-Year Progress Report.
INSTITUTION	Center for the Study of Community Colleges, Los Angeles, Calif.
SPONS AGENCY	Carnegie Foundation for the Advancement of Teaching, New York, N.Y.
PUB DATE	30 Jun 86
NOTE	119p.; For related documents, see JC 860 309-310.
PUB TYPE	Information Analyses (070) -- Reference Materials - Bibliographies (131)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Adult Basic Education; *Adult Education; *Adult Learning; *Adult Programs; Adult Students; Adult Vocational Education; *Community Colleges; Community Education; *Continuing Education; Lifelong Learning; Literature Reviews; Two Year Colleges; Two Year College Students

ABSTRACT

This literature review traces the evolution of community colleges from institutions for recent high school graduates to learning centers for the entire adult population; describes the various learner needs that are met by community colleges' collegiate, vocational, and community education curricula; and discusses the contributions of a study being conducted by the Center for the Study of Community Colleges (CSCC) to determine how well community colleges serve adults. The introduction discusses the lack of consensus about the definition of adult education and major theories regarding the teaching and learning of adults. The next section traces the evolution of the community college clientele from the early decades of the 20th Century, focusing on the effect of the expansion of the community education mission on the increased participation of adults in formal education. In the next section patterns of service to adult students are described, including transfer/liberal arts education, vocational programs, community education, noncredit instructional services, community services, and facility services. Finally, additional questions regarding adult education in community colleges are posed; these relate to: (1) the educational objectives of students in credit courses; (2) the extent to which community college vocational programs serve students who are training for a new career as opposed to upgrading skills for their current job; (3) the types of instruction and services provided as community education; and (4) the population served by community education programs. Appendices include an annotated bibliography of the predominant literature on the community education function, and citations to ERIC materials describing community education activities at two-year institutions. (EJV)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED270168

CENTER FOR THE STUDY OF COMMUNITY COLLEGES
A NON-PROFIT CORPORATION

ARTHUR M. COHEN
JOHN LOMBARDI
FLORENCE B. BRAWER

1047 GAYLEY AVENUE, SUITE 205
LOS ANGELES, CALIFORNIA 90024
(213) 208-6088

COMMUNITY COLLEGE INVOLVEMENT IN THE EDUCATION OF ADULTS

LITERATURE REVIEW AND ANALYSIS

First-year progress report to the

Carnegie Foundation for the Advancement of Teaching

JC 860 308

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

30 June 1986

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

A. Cohen

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CONTENTS

Introduction..... 1

Evolution of the Community College Clientele..... 4

Patterns of Service to Adult Students..... 13

Further Questions on the Education of Adults at Community Colleges 21

References..... 27

Appendix One: An Annotated Bibliography of the Predominant Literature on the Community Education Function..... 30

Appendix Two: An Annotated Listing of ERIC Documents Describing Selected Community Education Offerings..... 87

THE EDUCATION OF ADULTS AT COMMUNITY COLLEGES

Introduction

"Adult education" is one of the more elusive terms in the education literature. As a field of study, adult education is relatively young, barely 50 years old, and it is characterized by few widely accepted or useful paradigms (Long, 1983, pp. 263-264). Who is an adult? How does the process of teaching adults differ from the process of teaching children? Is the content of adult education different than the content of education for children? Despite a voluminous literature (reviewed throughly by Cross, 1981, and by Long, 1983), the parameters of adult education as a field of study and as a profession remain unclear.

It is precisely this lack of consensus that makes the adult education literature an inappropriate starting point for a study of the education of adults at community colleges. Conflicting theories of adult education lead to a futile attempt at drawing artificial parameters around the "adult education" role at community colleges. All community college programs contribute to the education of adults, and it is misleading to identify only certain aspects of community college programming as adult education.

The writings of Houle (1972), Knowles (1984a, 1984b), and Brookfield (1986) illustrate the lack of consensus as to what is and is not adult education. Each discusses the characteristics of adult learners and examines implications for the content and process of adult learning. All agree, for example, that unlike

BEST COPY AVAILABLE

most children, adults bring experiences to the classroom that are in themselves valuable learning resources. But here the agreement generally ends.

At one extreme, Knowles maintains that the characteristics of adulthood require educators to adopt a process of "andragogy" as opposed to pedagogy. Adults, Knowles claims, not only bring more experience to the classroom, they are mature, "self-directed" individuals and should be given responsibility for their own learning; the educator, then, must eschew the directive role of the pedagogue and assume the facilitator role of the andragogue, linking adults to resources that can be used to meet student-defined learning objectives.

On the other extreme, however, Houle objects to the notion of adult education as a process that is distinct from the education of children. He agrees that adult students have experiences that most children do not, including marriage and employment, and that participation in formal learning activities necessarily takes a back seat to these sociocultural roles. But he nonetheless insists that "education is a single fundamental process" regardless of the student's age: "If pedagogy and andragogy are distinguishable, it is not because they are essentially different from one another but because they represent the working out of the same fundamental process at different stages of life" (Houle, 1972, p. 221).

Brookfield takes a middle ground, agreeing with Knowles that "what are called pedagogy and andragogy are both appropriate, at different times and for different purposes, with children,

BEST COPY AVAILABLE

adolescents, young adults, the middle aged, and elderly (Brookfield, 1986, p. 121). Furthermore, he takes issue with Knowles's assumption that adults, as "self-directed" individuals, should develop their own learning objectives. Brookfield maintains that "self-directedness" is not an innate characteristic of adulthood and that educators have a responsibility to challenge students' "previously accepted and internalized beliefs and values" (p. 125).

This brief examination does not do justice to the full arguments articulated by Houle, Knowles, and Brookfield. But it does illustrate the lack of guidance in the adult education literature as to what is and is not adult education at the community college. Efforts to define adult education generally center on the characteristics of adulthood and on the implications of those characteristics for educational practice; there is agreement on neither point. Furthermore, community college educators do not have the luxury of defining "adult" clienteles and selectively applying appropriate "adult education" methods. State statutes charge the colleges with the responsibility of educating all citizens who are 18 years of age or older. As a consequence, community colleges are characterized by a heterogeneous student body that does not easily break down into "self-directed" and "non-self-directed" cohorts, mature and immature groupings, or other classifications derived form theoretical discussions of adult education. The two-year college mission is to serve all citizens who have reached the age of majority.

The focus of our study, then, is not on what constitutes

BEST COPY AVAILABLE

adult education at community colleges. Rather, we are exploring the different ways that community colleges serve their broadly defined adult clientele. This paper provides background information for the study by (1) tracing the evolution of the colleges from institutions for recent high-school graduates to learning centers for the entire adult population, (2) describing the varying learner needs that are met by the collegiate, vocational, and community education curricula, and (3) discussing the contribution of the present study to our understanding of how community colleges serve adults.

Evolution of the Community College Clientele

At the time junior colleges were started in the early decades of the Twentieth Century, adult education programs were offered primarily through extension divisions of state colleges and universities. The early junior colleges concentrated on the first two years of baccalaureate studies and catered to those just graduating from high schools. These students were often considered adolescents rather than adults and were referred to as "boys" and "girls". Programs for older students were considered adjunctive and commonly offered under separate evening divisions.

By the 1970s, however, the distinction between adult education and collegiate education for youth had all but disappeared. Career, compensatory, and community education programs were added to the transfer function in the evolution of a comprehensive curriculum designed to meet the varied educational demands of all persons aged 18 or over. Today,

BEST COPY AVAILABLE

recent high school graduates in two-year colleges continue to take traditional college-level courses with the intention of transferring. Their classmates, however, include adults of all ages who take the same courses for a variety of other reasons, including personal interest, job advancement, or the opportunity to meet people and make friends. The whole of the community college curriculum is now considered "adult education," and the history of the two-year college is largely the story of this change from a collegiate-oriented institution to one providing diverse educational experiences for all citizens.

A College for Adolescents

Until 1945, the junior college literature made little mention of the education of adults. Indeed, early proponents of the junior college, such as Alexis Frederick Lange (1927), saw the junior college as the capstone of secondary education, not as an education center for community adults. In Lange's view, public school systems were best suited to offer instruction at the 13th and 14th grade levels. Universities would no longer have to meet the educational needs of adolescents who were not ready for the independent inquiry of higher learning. At the same time, local junior colleges could provide an extended period of education for the large number of high school graduates who, in Lange's view, could not and should not attend the university. The early junior colleges--closely tied to the public secondary schools--were designed for students who had just completed the 12th grade. Accordingly, Koos's 1925 text on the junior college does not mention adult education at all.

BEST COPY AVAILABLE

The 1920s and early 1930s, however, saw some pioneering efforts in California to broaden the base of the junior college student population. In 1921, legislation in California allowed the inclusion of adult education in the junior college curriculum (Blocker, Plummer and Richardson, 1965). Later, Cooper's 1928 article in the California Quarterly of Secondary Education made a strong plea for junior college programming that would meet the needs of adults of all ages. He saw adult education as requisite to the development of an informed electorate and encouraged the colleges to provide adults with instruction in economics, history, finance, international affairs, and trade and industrial skills. In 1932, a report on higher education in California issued by the Carnegie Foundation for the Advancement of Teaching legitimized and encouraged the development of adult education programs as supplements to the collegiate curriculum:

> The function of adult education may well be associated with the junior college as a supplementary service. It concerns not the regular, full-time student but the citizens of the community, both men and women, who have terminated their formal schooling and wish to advance their self-education with the studies, direction and aid which the present-day organization of adult or extension education provides. Junior colleges are local or community institutions and may very well be cultural community centers (Carnegie Foundation for the Advancement of Teaching, 1932, p. 32).

By the 1930s, then, "adult education" in the junior college had become synonymous with the extention of educational programs to students who were older than the traditional college age and who were not in a degree track.

Shortly after the publication of the Carnegie report, the American Association of Junior Colleges (AAJC) began to take a leading role in the promotion and study of this additional, adult

BEST COPY AVAILABLE

education mission. In an editorial in the Association's Junior College Journal, George Zook called on junior colleges to increase adult education programming, partly as a means of helping the unemployed cope with their "enforced leisure" and partly as a means of reinforcing the junior college role in extending educational opportunity. "Nearly every extension of the school system", Zook wrote, "has been in part a process of pushing it upward toward the area of the adult population" (Zook, 1934, p. 279). During the following year, Walter Crosby Eells surveyed the adult education programs offered by the California junior colleges and reported his findings in the Journal. Many of the programs, he concluded, were created as incidental adjuncts to the curriculum and were particularly vulnerable to fiscal exigencies of the depression. Eells regretfully concluded that adult education clearly had second-class status: "...scarcely a single institution in the state, even those with the most extensive adult work, feel it is worth while to mention in their published catalogs" (Eells, 1935, p. 448).

Nonetheless, the colleges did extend educational opportunities to adults older than the traditional college age, and by the 1940s junior college leaders were more optimistic about the adult education mission. Seashore's 1940 analysis of the junior college led him to conclude that it was "a natural channel through which to operate various types of agencies for adult education, through part-time work, extension courses, evening courses, and weekend classes under liberal provision for admission and electives" (p.37). Eells (1945) reported that

BEST COPY AVAILABLE

the population of "special" students (which included part-time students, students in evening and extension classes, and "adults in special courses") grew from 15 percent of junior college enrollment in 1936-37 to approximately 66 percent in 1943-44. Martorana (1948) -- who used a more refined definition of the term "adult student" --concluded that adults made up 46 percent of the student population in 1946-47. Whatever figure was chosen, it had become clear that junior colleges had taken on "a feeling of responsibility for meeting the educational needs of adults" (Martorana, 1948, p. 331).

How did this come about? Most literature of the era chronicles the growth of adult education without extensive analysis of underlying causes. Eells (1945) noted that the public junior college was increasingly thought of as a community institution at the service of the entire population. The junior college, he pointed out, was best situated to provide inexpensive, afternoon and evening programming for adults. Another factor that may have played a role in the acceptance of adult education was the terminal education movement of the late 1930s and early 1940s. Ward (1947) argued that colleges with terminal programs could not forget their graduates; they would return to college intermittently for retraining and the colleges would thus become "interested in aiding other adults in the community" (Ward, 1947, quoted in Bogue, 1950, p. 210).

The promotion of terminal education, in an case, was a sign that collegiate studies for late adolescents were no longer viewed as the sole function of junior college programming. The junior college had not succeeded in taking grades 13 and 14 away

BEST COPY AVAILABLE

from the university. Without a defined, exclusive place in the educational track leading from high school to the baccalaureate, junior college services were expanded in other directions, and the institutions claimed for themselves a broader clientele and mission.

Expansion of the Community Education Mission

While adult education was considered an adjuntive junior college function prior to 1945, the decades after World War II saw a movement for the reversal of this role. Starting with the 1947 report of the President's Commission on Higher Educatior which called on the junior colleges to adopt the "community college" label, prominent educational leaders urged the colleges to downplay their collegiate identity in favor of a populist, community education role. In 1950, the president of the AAJC, Jesse Parker Bogue, argued that the colleges should provide "adult education on a far more progressive and inclusive scale than is the case at the present time". He further maintained that in fulfilling this adult education role, "it is not for the colleges . . . to attempt to give the people what the colleges think they ought to have; it is for the people to decide for themselves what they want" (pp. 224-25). Parker's successor, Edmund Gleazer, made this theme the leitmotiv of his 25-year presidency. His vision of the two-year college was diametrically opposed to the junior college espoused by Lange. The college's mission, he maintained, was "to encourage lifelong learning, with the community as process and product" (Gleazer, 1980, p.16). He envisioned the communtiy college as "the nexus of the community

BEST COPY AVAILABLE

learning system, relating organizations with educational functions into a complex sufficient to respond to the population's learning needs" (Gleazer, 1980, p. 11). Besides collegiate education, Gleazer argued that the community college could organize community resources to help local citizens improve their lot in terms of housing, health, and employment (p. 20).

By the 1970s, some educators had taken Gleazer's conceptualiztion of the two-year college to heart, arguing that the collegiate function should be viewed as an adjunctive institutional role. Pifer (1974) suggested "that community colleges should start thinking about themselves. . . only secondarily as a sector of higher education and regard as their primary role community leadership" (quoted in Cohen and Associates, 1975, p. 80). others (1976) urged two-year college leaders to transform their institutions into "community renewal" colleges that promote the personal and economic well-being of local citizens by delivering "the kinds of education community members want and need, not what pedagogues think is good for them" (p. 7). By focusing outward on the community rather than inward on the academy, the "community renewal" college could "serve as an agent of change for the betterment of life at the local level" (p. 8). In messianic terms, Gollattscheck and his colleagues pictured the two-year college role as nothing less than one "of regeneration, of restoring life where there is death" (p. 12); the college would "emancipate" local citizens from poverty, unemployment, substandard housing, and other modern ills (p. 12). The zeal expressed by Gollattscheck and his associates clearly reflects

BEST COPY AVAILABLE

the position of those who, as Long (1983) points out, eschew identification with adult education as a discipline (however defined) and espouse a larger "social purpose: to save souls, to free the oppressed, to feed the hungry, to school the illiterate, to clothe the naked, to equalize the distribution of wealth" (Long, 1983, p. 263).

Thus, "adult education," originally conceived as the extension of instructional services to area citizens who had completed their fomal education, gave way to and was subsumed by the broader concept of community education, which included both instructional and non-instructional services. As early as 1960, Medsker noted that adult education could be classified as only one of many institutional community services; others included "workshops, forums, and institutes; research and advisory assistance to communtiy groups; cultural and recreational activities, including community music and theater groups; and the widespread use of the college plant for communtiy activities (Medsker, 1960, p. 78). Later on in the 1970s, Monroe (1972) reported that the assimilation of adult education into the broader community services curriculum was complete: "Adult education, which historically had been regarded as a separate function in its own right, independent of any other function, has now been integrated as one aspect, and probably the most important one, of the larger community-service function" (Monroe, 1972, p. 129). The community education function espoused by two-year college leaders after World War II, in short, broadened the scope of the college mission, legitimized a host of institutional services that went beyond traditional instruction of college-age

BEST COPY AVAILABLE

students, and paved the way for a broad spectrum of area citizens to participate in college programs. (For an annotated bibliography of the predominant literature of the community education function, see Appendix One.)

The Increased Participation of Adults in Formal Education

It would be a mistake, however, to conclude that the emerging community education function was the only factor at work in the post-World War II years to broaden the scope of the community college clientele. The growing tendency of adults to continue their education while at the same time pursuing a career undoubtedly affected the nature of the college student body. Cross and McCartan (1984) discuss this phenomenon, noting that

> the [educational] programs of industry, once confined to full-time, working adults, and the programs of colleges, once confined largely to dependent postadolescents, are now serving roughly the same market. Formally full-time workers are becoming part-time students, and formally full-time students are becoming part-time workers. The result is that increasing numbers of people--young, middle-aged, and elderly--are combining work and study during the lifespan (Cross and McCartan, 1984, pp. 19-20).

Thus, the traditional, credit-bearing collegiate and vocational programs--and not just the community educations--attracted a broader community constituency as adults of all ages began to take advantage of the entire college program. Monroe observed this phenomenon in 1960:

> The college...becomes a center of attraction for adults. It is often called upon to organize classes for adults in off-campus locations during the day. It generally regards it period of operation from early morning to late evening. Increasingly, regular day classes are also offered at night, thus enabling a part-time student eventually to complete two-years of college work during evening hours. In fact, many

BEST COPY AVAILABLE

> adults who wish to do college work earn their A.A. degrees as part-time students. Credit and non-credit classes are scheduled with considerable care often on the advice of key community groups and advisory committee. In short, adult education in the junior college tends to have many facets and to be woven into the general pattern of a community-centerd institution (Monroe, 1980, p. 73).

These interwoven facets are examined below.

Patterns of Service to Adult Students

Today's community college, of course, has not abandoned the education of recent high-school graduates; as of the late 1970s, the modal age of the community college student was 19 and the median age was 23 (Cohen and Brawer, 1982). Nor have community colleges become the community service centers envisioned by Gleazer, largely due to state funding priorities that place an emphasis on credit-bearing instruction in collegiate and vocational areas. (See, for example, the recent recommendations made by a statewide panel investigating the future role of the California community colleges: "We consider," the panel asserts, "transfer and vocational education as primary" [Commission for the Review of the Master Plan for Higher Education, 1986, p. 7]). But the efforts to expand the college role, as well as the increased participation of adults older than traditional college age in formal education, have not been without effect, and the two-year college no longer focuses solely on the educational needs of 18-, 19-, and 20-year olds who are in the collegiate track.

Community college programming is often conceptualized in terms of a three-part curriculum: (1) liberal arts studies for

BEST COPY AVAILABLE

those intending to transfer, (2) vocational studies for those seeking employment in occupations requiring more than a high school diploma but less than a baccalaureate, and (3) community education designed both to meet the ad hoc educational needs of adults who have completed their formal education and to bolster community economic and social well-being. These categories, stressing as they do different programs for different clienteles, belie the complexity of today's community college enrollment patterns. Each of the three curricular categories serves a wide spectrum of students who are enrolled for a variety of reasons.

Transfer/Liberal Arts Education

Recent evidence clearly indicates that community college students enroll in liberal arts courses for a variety of reasons, only one of which is eventual transfer to a university or four-year institution. In a survey of 8,026 students in transfer-credit, liberal arts courses at four urban community college districts, Riley (1984) found that only 24 percent indicated that transfer to a senior institution was their primary educational objective; 22 percent were enrolled to train for a new occupation; 23 percent intended to gain skills that would help them retrain or advance in a current occupation; and 25 percent were enrolled purely because of personal interest in the subject matter. Approximately 27 percent already had a bachelor's degree, and 59 percent were 21 years of age or older. The transfer curriculum, then, serves a variety of adult education needs. It remains a stepping stone to the baccalaureate, but it also provides general education courses for vocational students

BEST COPY AVAILABLE

and serves students who have no degree objectives and who are enrolled for personal interest or career development reasons. Hence, a credit-bearing class in beginning Spanish, for example, may include students on the baccalaureate track, vocational students fulfilling a breadth requirement, students whose jobs require them to learn Spanish, and students who are pursuing personal interests and learning projects.

The Vocational Curriculum

Vocational courses, like those in the liberal arts, serve multiple needs. In a statewide longitudinal study of students entering the California community colleges, Sheldon (1982) identified five categories of vocational students:

1. "program completers," i.e., those students who expected to complete an associate degree or certificate and then find employment in a program-related job;
2. "job seekers," i.e., students who remain only long enough to acquire minimal job skills required for employment;
3. "job upgraders," i.e., students who are already employed in the field but who take classes to acquire skills for career advancement;
4. "career changers," i.e., those students who are already employed but who are taking courses that will allow them to find employment in a new field; and
5. "license maintainers," i.e., those who are taking courses to maintain professional licenses.

Salient background differences emerged between these groups. In comparison to the Job Upgraders and Career Changers, the Program Completers and Job Seekers were younger, had lower levels of educational attainment, and less employment experience (see Table One). Forrester and others (1982) found similar variations in their study of students entering vocational programs at the

BEST COPY AVAILABLE

Table One

Characteristics of Vocational Students in California, by Educational Intent

Student Prototype	Percent who are 19 or younger	Percent with no more than high school diploma	Percent not working while in school
Program Completer	57%	77%	31%
Job Seeker	53%	74%	20%
Job Upgrader	17%	53%	5%
Career Changer	12%	48%	6%

Source: Sheldon (1982)

BEST COPY AVAILABLE

Table Two

Characteristics of British Columbia Vocational Students, By Age

	Students Under 25 Years of Age	Students 25 Years of Age or Older
percent whose main educational objective is to qualify for a job	31%	17%
percent whose main educational objectives is to decide on a career	24%	10%
percent whose main educational objective is to improve existing job skills	18%	39%
percent with no education beyond a high school diploma	66%	50%
percent who already have a bachelor's degree	4%	16%
percent who have been employed in jobs "definitely related" to their program of study	24%	39%

Source: Forrester and others (1982)

BEST COPY AVAILABLE

British Columbia community colleges during Fall 1981. As the data in Table Two indicate, students under 25 years of age were more likely to be studying in preparation for future employment than their older counterparts. The younger students also had less employment experience and were less likely to have had prior employment in areas related to their fields of study at college.

Vocational curricula, which were originally conceptualized as "terminal education" programs for college-age youth who did not aspire to the baccalaureate, thus serve a broad clientele. For some students, the vocational curriculum serves as a port of entry into the labor market, while for others the vocational program provides skills updating needed in careers that have already been established. Undoubtedly, vocational programs also enroll many students who are pursuing avocational interests and independent learning projects that have nothing to do with career goals.

Community Education

Brawer (1980) notes that community education is the broadest of all community college functions and is offered under several rubrics, including "adult education," "life-long learning," "community services," and "community-based education." Included in the community education program are instructional and non-instructional services that fall generally into three categories: (1) cultural, occupational, or basic skills instruction; (2) community services involving the college in coordination, consultation, and research and development; and (3) "faciltiy services" designed to make college property and facilties

BEST COPY AVAILABLE

available for local community citizens (Leo, 1976; Nickens, 1976). Each is discussed below.

Instructional Services. Noncredit classes offered in the community education program are generally designed for students who "have short-term goals rather than degree or certificate objectives" (Cohen and Brawer, 1982, p. 252). These classes include (1) adult basic education incorporating such areas as English as a second language, reading classes for adult illiterates, high school equivalency instruction, and parenting; (2) short-term vocational job training that does not lead to a credential; (3) continuing education for professionals; and (4) recreational and avocational courses. The first two categories are generally subsidized by state funds, and are, in many cases, the shared responsibility of community colleges and local school districts; the latter two are usually unsubsidized and must be self-supporting (Cross and McCarton, 1984, p. 49). Appendix Two provides citations to and abstracts of ERIC documents describing community instructional services.

Community Services. Many activities in the community education program fall well outside of the scope of traditional instruction, focusing instead on services designed to enhance the quality of life in local communities. Most of these services center on efforts to improve local economies and include (1) the involvement of college personnel in local planning and development councils, (2) customized job training programs for employees at local industries, and (3) other assistance to business and industry, such as assistance in technology transfer

BEST COPY AVAILABLE

or consultation and assistance to small businesses. Still other community services involve the colleges in social work; some programs, for example, are designed to provide counseling and other support services to disadvantaged populations such as displaced homemakers or the unemployed. Examples of communtiy services in both the economic and social-work spheres are provided in Appendix Two.

Faciltiy Services. In some cases, community use of college facilities or grounds is a technique used by colleges to generate extra revenues. But in other cases, campus facilities are open to area citizens who wish to use them for recreational or educational purposes. Dahlman and Proett (1984), for example, note that the library at the Germanstown Campus of Montgomery College (Maryland) is available to both the college's students and to the community at large. Since 1980, there have been over 600 new community requests for library cards each year and the noncampus user groups break down as follows: employed adults (25%), alumni (15%), high school students (15%), homemakers and the unemployed (10%), senior citizens (10%), children (5%), and miscellaneous visitors (5%). This example from Maryland indicates that college facilities can be used by area citizens to pursue individual learning activities. But the literature on faciltity services, however, is extremely small, and the extent to which nonstudents take advantage of college educational facilities remains unknown.

BEST COPY AVAILABLE

Further Questions on the Education of Adults at Community Colleges

As the preceding paragraphs indicate, the scope of education for adults in community colleges is quite broad, involving all segments of the curriculum and including both instructional and noninstructional services. The present study affords us the opportunity to examine the magnitude of this diversity on a national level, providing insights into several unanswered question concerning who is served by community college programs and in what ways. Such questions include the following:

- To what extent do students in credit-bearing liberal arts and vocational courses enroll without the intention of earning a credential or transferring to a four-year college or university?
- To what extent do community college vocational programs serve students who are training for a new career as opposed to students who are upgrading skills needed in jobs that are already held?
- What types of instruction and services are offered under the community education rubric (as opposed to the credit-bearing, liberal arts and vocational curricula)?
- Who is served by the community education programs?

Educational Objectives of Students in Credit Courses

It is commonly agreed that many students in collegiate and vocational courses at community colleges are out of the educational pipeline; that is, they are not enrolled with the intention of earning a credential or transferring to a baccalaureate-granting institution. These students, who in the 1930s and 1940s would have been enrolled in adjunctive adult education programs, now use the entire curriculum to satisfy personal interests, acquire skills needed on the job, or fulfill

BEST COPY AVAILABLE

any number of objectives that have nothing to do with degree attainment.

Scant data are available, however, on the percentage of students who are enrolled in credit courses for reasons other than transfer or credential attainment. The student survey conducted this spring as part of the overall study will provide a means of estimating this percentage through data collected on the educational backgrounds and objectives of those students who fill out the survey instrument while sitting in credit classes.* We will be able to determine, for example, the proportion of the students who do not aspire to a credential and who are enrolled to fulfill a personal interest or update job skills rather than to transfer. Furthermore, the survey data will allow us to identify the subject areas, if any, which attract disproportionately large numbers of these students.

Objectives of Students in Vocational Classes

A related area of concern is the extent to which vocational programs serve those who are training for new careers as opposed to those who are upgrading skills needed in jobs that are already held. Again, it is commonly acknowledged that vocational curricula serve both categories of students, but the relative proportion of students in each group remains unknown. Data collected in the student survey will shed light on this matter,

---

* The student surveys were administered in-class in a random sample of class sections at 95 randomly selected community colleges. The survey instruments were coded to allow us to determine which respondents were sitting in credit-bearing vocational and liberal arts classes.

BEST COPY AVAILABLE

allowing us to examine the goals and objectives of students enrolled in vocational classes. We will also be able to examine the educational backgrounds of those students in an effort to determine the extent to which vocational programs serve persons who already have a baccalaureate (a "reverse transfer" phenomenon that some writers, notably Templin and Shearon [1980], maintain is particularly prevalent in allied health and technological programs). The survey data will, in short, provide indices of the degree to which the vocational program clientele has evolved from one made up primarily of college-age youth seeking an entrance into the labor market to one that includes a broad spectrum of adults at varying stages of their career lives.

Community Education Programs and Services

Despite the growth of the community education function after World War II, little is known on a national level about the types of services and programs that are emphasized under the community education rubric. Community education advocates, including Gleazer (1980) and Gollattscheck and others (1976), are loathe to delimit the scope of community education functions, essentially maintaining that colleges respond with whatever services are desired and needed by local constituencies. Another confusing factor is the variety of state laws governing adult education (reviewed by Cross and McCartan, 1984). In California, for example, statuatory responsibility for adult basic education (ABE) rests with local school districts, and a community college can offer ABE classes leading to a high school equivalency credential only by mutual agreement with the school district in its service area. In North Carolina, on the other hand,

BEST COPY AVAILABLE

responsibility for ABE programming rests solely with the community colleges.

In order to determine the scope of community education programs and services, the Center will survey community education administrators, asking them to provide information on:

(1) the processes used to determine what programs and services are offered;

(2) the factors in these processes (such as legal constraints and funding patterns) that affect what is and is not offered;

(3) the types of noncredit, community education courses which, though offered, are most frequently cancelled due to limited enrollments;

(4) the types of community education courses which receive the highest enrollments; and

(5) the types of noninstructional community services that are offered by the colleges.

Furthermore, the Center staff will draw upon class schedules from the colleges participating in the student surveys, as well as upon information gathered in the administrator survey, to develop a classification of noncredit courses provided by community colleges and to determine which types of classes within that classification are most frequently offered. This classification will organize community education instructional offerings under the four broad categories listed earlier (p. 17): basic skills, short-term vocational training, continuing education for professionals and recreational and avocational pursuits.

By combining data gathered in the administrator survey with an analysis of noncredit course offerings in a national sample of colleges, we will be able to provide insights into what two-year

BEST COPY AVAILABLE

colleges as a whole emphasize in these community education programs and services. Are noncredit classes primarily avocational and recreational in nature, or do they focus more on occupational and basic skills? Are most noninstructional community services focused on aid to area industries, or do the majority of these services play a social-work role in the aid of disadvantaged populations? This study will help us answer these basic questions.

Who is Served by Community Education Program?

Just as there is little consensus as to what is and is not emphasized in community education programming, there is little information on whom those programs actually serve. The National Center for Education Statistics does not solicite information on noncredit students in its annual Higher Education General Information Survey (ERIC Clearinghouse for Junior Colleges, 1985). Data collected at the state level on community education participants are notoriuosly flawed, and, because defenitions vary, interstate comparisons cannot be made (Cohen and Brawer, 1982).

Nonetheless, there is evidence suggesting that most beneficiaries of community education programs may be relatively well off and well educated. Cross (1981) marshals considerable data indicating that the more education one has, the more likely he or she is to participate in formal learning activities. Similarly, Gottschalk (1978) argues that it is the members of the community power structure who are more likely to request the services of the college, and not the poor and the uneducated.

BEST COPY AVAILABLE

Despite the community renewal and social betterment themes stressed by such community education advocates as Gollattscheck and others (1976) and Gleazer (1980), the ability of community colleges to meet the needs of the disadvantaged may be severely limited.

While it will not be possible in the present study to compare those in the adult population who are served by community education programs with those who are not, we will be able to draw from the student and administrator surveys to develop a rough, composite picture of the community education clientele. The student survey provides data on the characteristics, backgrounds, and goals of a number of respondents enrolled in noncredit courses. But because the majority of such courses are short-term classes (meeting only once or twice) that were not included in the student survey, and because many community education activities involve contract courses and other services that are not listed in class schedules, we will have to rely on the survey of community education administrators for additional information on community education participants. We will examine particularly the differing characteristics of students in publicly subsidized programs and in programs that are self-supporting.

Further Research Questions

The four research questions discussed above are certainly not the only issues that will be examined in this ongoing study. The survey of community education administrators, for example, will be used to gather information on the extent to which the

BEST COPY AVAILABLE

colleges use off-campus satellite locations and distance learning technologies (such as television) in reaching out to the adult population. In addition, the survey of faculty and staff will be used to determine their perceptions of the college role in the education of adults.

Conclusion

This paper has reviewed the expanding mission of the community college, outlined the many ways in which community colleges serve adults, and discussed how the present study will add to our undertanding of the scope of these services. The data collected in the study should lead to a more complete, national picture of who is served by community colleges and in what ways. In some cases this picture may point to divergences from intitutionally-defined curricular purposes. For example, data on the extent to which adults use collegiate courses to meet avocational and other objectives that have nothing to do with transfer will illustrate how the so-called "transfer curriculum" serves multiple functions for those not in the educational pipeline. Such is the complexity of the pattern of community college services to adult constituencies.

BEST COPY AVAILABLE

REFERENCES

Blocker, C.E., Plummer, R.H., and Richardson, R.C., Jr. The Two-Year College: A Social Synthesis. Englewood Cliffs, NJ: Prentice-Hall, 1965.

Bogue, J.P. The Community College. New York: McGraw-Hill, 1950

Brawer, F.B. Familiar Functions in New Containers. Classifying Community Education. Topical Paper No. 71. Los Angeles: ERIC Clearinghouse for Junior Colleges, 1980.

Brookfield, S.D. Understanding and Facilitating Adult Learning. San Francisco: Jossey-Bass, 1986.

Carnegie Foundation for the Advancement of Teaching. State Higher Education in California. Recommendations of the Commission of Seven. Sacramento: California State Printing Office, 1932.

Cohen, A.M., and Associates. College Responses to Community Demands. San Francisco: Jossey-Bass, 1975.

Cohen, A.M., and Brawer, F.B. The American Community College. San Francisco: Jossey-Bass, 1982.

Commission for the Review of the Master Plan for Higher Education. The Challenge of Change: A Reassessment of the California Community Colleges. Sacramento, CA: The Commission, 1986.

Cooper, W.J. "Adult Education in the Junior College Program." California Quarterly of Secondary Education, 1928, 4 (October) 36.

Cross, K.P. Adults as Learners. San Francisco: Jossey-Bass, 1981.

Cross, K.P., and McCartan, A. Adult Learning: State Policies and Institutional Practices. ASHE-ERIC Higher Education Research Report No. 1. Washington, DC: Association for the Study of Higher Education, 1984.

Dahlman, S.M., and Proett, P. A College and a Community Service. Rockville, MD: Montgomery College, 1984. (ED 257 517)

Eells, W.C. "Adult Education in the California Junior Colleges." Junior College Journal, 1935, 5, 437-48.

Eells, W.C. "The Community's College." Adult Education Journal, 1945, 4 (January) 13-17

ERIC Clearinghouse for Junior Colleges. What Statistical Information is Available on Two-Year Colleges: A Summary of Research Findings. ERIC Digest Series. Los Angeles: The Clearinghouse, 1985. (ED 261 759)

BEST COPY AVAILABLE

Forrester, G.C., Jones, G., and Dennison, J.D. A Profile Study of Students Entering Career/Technical Programs in the British Columbia Community Colleges and Institutes. Vancouver, BC: BC Research, 1982. (ED 220 159)

Gleazer, E.J., Jr. The Community College: Values, Vision, and Vitality. Washington, DC: American Association for Community and Junior Colleges, 1980.

Gollattscheck, J.F., Harlacher, E.L., Roberts, E., and Wygal, B. College Leadership for Community Renewal. San Francisco: Jossey-Bass, 1976.

Gottschalk, K. "Can Colleges Deal With High-Risk Problems?" Community College Frontiers, 1978, 6 (4) 4-11.

Houle, C.O. The Design of Education. San Francisco: Jossey-Bass, 1972.

Knowles, M.S. The Adult Learner: A Neglected Species. Third Edition. Houston, TX: Gulf Publishing, 1984a.

Knowles, M.S. "Introduction: The Art and Science of Helping Adults Learn." In M.S. Knowles and Associates, Andragogy in Action. San Francisco: Jossey-Bass, 1984b.

Koos, L.V. The Junior College Movement. Boston: Ginn and Company, 1925.

Lange, A.F. The Lange Book: The Collected Writings of a Great Educational Philosopher. Edited by A.H. Chamberlain. San Francisco: Trade Publishing, 1927.

Leo, R.J. "The Colleges' Roles for Service." In H.M. Holcomb (Ed.), Reaching Out Through Community Service. New Directions for Community Colleges, no. 14. San Francisco: Jossey-Bass, 1976.

Long, H.B. Adult Learning: Research and Practice. New York: Cambridge, 1983.

Martorana, S.V. "Status of Adult Education in Junior Colleges." Junior College Journal, 1948, 18, 322-31.

Medsker, L.L. The Junior College: Progress and Prospect. New York: McGraw-Hill, 1960.

Monroe, C.R. Profile of the Community College: A Handbook. San Francisco: Jossey-Bass, 1972.

Nickens, J.M. "A Taxonomy for Community Services." In H.M. Holcomb (Ed.), Reaching Out Through Community Service. New Directions for Community Colleges, no. 14. San Francisco: Jossey-Bass, 1976.

BEST COPY AVAILABLE

Pifer, A. "The Improvement of Community Life and the Role of Community and Junior Colleges." Speech to the Annual Convention of the American Association of Community and Junior Colleges, Washington, DC, February 24, 1974.

President's Commission on Higher Education. Higher Education for American Democracy. Washington, DC: The Commission, 1947.

Riley, M. The Community College General Academic Assessment: Combined Districts, 1983-84. Los Angeles: Center for the Study of Community Colleges, 1984. (ED 246 959)

Seashore, C.E. The Junior College Movement. New York: Henry Holt, 1940.

Sheldon, M.S. Statewide Longitudinal Study. Report on Academic Year 1978-81. Part 5: Final Report. Woodland Hills, CA: Los Angeles Pierce College, 1982. (ED 217 917)

Templin, R.G., Jr., and Shearon, R.W. "Curriculum Tracking and Social Inequality in the Community College." In G.B. Vaughan (Ed.), Questioning the Community College Role. New Directions for Community Colleges, no 32. San Francisco: Jossey-Bass, 1980.

Ward, P. Terminal Education in the Junior College. New York: Harper and Brothers, 1947.

Zook, G.F. "Junior Colleges and Adult Education." Junior College Journal, 1934, 4, 279-80.

BEST COPY AVAILABLE

APPENDIX ONE

AN ANNOTATED BIBLIOGRAPHY OF THE PREDOMINANT LITERATURE ON THE COMMUNITY EDUCATION FUNCTION AT TWO-YEAR COLLEGES

The following pages present an annotated bibliography of the major works on community education at two-year colleges. This listing is part of a larger bibliography of the community college literature in general compiled by Arthur M. Cohen, James C. Palmer, and Diane Zwemer (to be published in the fall of 1986 by Jossey-Bass, Inc., Publishers, Inc.)

BEST COPY AVAILABLE

CHAPTER TEN: CONTINUING EDUCATION AND COMMUNITY SERVICES

Since the mid 1940s when the President's Commission on Higher Education urged the development of community-based colleges that would respond to local educational needs as well as prepare students for the university, many two-year college leaders have promoted community services as the primary institutional function. This commitment to the community services function, for example, is nowhere more evident than in the writings of Edmund Gleazer (No. 19) who, as president of the American Association of Community and Junior Colleges, waged a long campaign to promote the college as a nexus of communitylearning activites rather than as a component of the traditional system of higher education. While two-year colleges have not become the community learning centers that Gleazer envisioned, the community services function has taken its place alongside the vocational and transfer curricula as one of the primary college missions. According to the 1985 Community, Junior, and Technical College Directory, 3,723,629 students were enrolled in non-credit, community services programs during 1983-84 as compared to 4,836,819 students enrolled during Fall 1984 in credit courses.

The literature on the community services function can be classified under two subheadings:

1. Continuing and Adult Education (Nos. 1-8)
2. Community Services and Community Development (Nos. 9-45)

BEST COPY AVAILABLE

These headings reflect the two primary goals of community services efforts: (1) addressing educational needs that are not met by tradtional degree or certificate programs and (2) promoting community welfare and quality of life.

Lifelong Learning and Adult Education

A small portion of the community college literature focuses on the educational needs of adults at various life stages and on the role of the community college in meeting those needs. These works include discussions of:

** The integration of adult, continuing education into the college's departmental structure;

** College services to the elderly;

** The state role in special college programming for adults;

** The characteristics and competencies of adult education administrators;

** Criticisms raised about the appropriateness of focusing college efforts on adult and continuing education.

As is evident from the small number of citations under this heading, the literature on the college role in serving adults is relatively weak. While numerous authors present exhortations about the desirability of meeting educational needs emerging throughout the adult life cycle, there have been few substantive analyses. The concept of lifelong

BEST COPY AVAILABLE

learning, as Richardson (No. 7) points out, has been a vague, catchall phrase attached to a variety of programs. In addition, it has become apparent that adult education cannot easily be defined as a distinct college function with its own nitch in the institution's administrative organization. As the student surveys listed in Chapter Three make clear, adults take traditional transfer and vocational courses on a sporadic basis to fulfill personal intersts and educational needs that have little to do with transfer or degree attainment. Although community colleges are commonly associated with the term "adult education," the adult education component of the community college's total effort cannot be easily identified and examined.

Community Services and Community Development

A larger body of work focuses on the role of the college as a community service and development agency rather than as a school for persons older than the tradional college-aged student. Three comprehensive monographs promote this community agency philosophy: The Community Dimension of the Community College, by Harlacher (No. 22); Community Services in the Community College, by Myran (No. 37); and College Leadership for Community Renewal, by Gollattscheck and others (No. 20). All three stress the need for the college to provide adult education, but also argue that the college should become the center for for a

BEST COPY AVAILABLE

variety of other community activities. Under this philosophy, the college works with other social agencies in the community to promote cultural and intellectual events; respond to local problems posed by urbanization, poverty, or other social ills; and otherwise promote the general welfare of the community.

Additional authors focusing on the community services function have examined a variety of themes, including:

** The types of services and activites provided under the community services rubric;

** College collaboration with labor unions;

** The characteristics of community services students and the reasons they have for enrolling;

** Problems of financing community-based programs;

** Assessing college impact on the community;

** Conducting marketing surveys to assess community needs;

** The types of cooperative agreements colleges have entered into with local community agencies;

** Faculty perceptions of and participation in community services activities;

** The state role in community services programming;

** Contracted educational services for business and industry and other efforts to improve the local workforce and the economy.

The community agency philospohy, however, has not been

BEST COPY AVAILABLE

without its critics. Some authors, including Frankel (No. 17) and Cohen (No. 15) question the ability of the college to deliver on all its promises to the community. Gottschalk (No. 21) contends that college community service efforts meet the needs of the community power structure but do not address the needs of the poor and uneducated. Lombardi (No. 32) notes the damage the community services function might do to the college's identity as an institution of higher education, and Parnell (No. 40) asks whether frivolous courses such as belly dancing will be the college's nemesis. Finally, there is the problem of definition. Brawer (No. 13) notes the conflict and overlap in the various ways colleges define community services. This definitional theme is picked up by Atwell and others (No. 11) who argue that community college leaders have not clearly defined the role of the community service function in relation to other college missions and that as a result community services departments are not living up to their full potential. Further research is needed on how the colleges go about defining community services and how effective the colleges have been in fulfilling the community agency role their leaders have long advocated.

Further Information on Lifelong Learning and Community Services

Adult education and community services have been the focus of several dissertations and ERIC documents. Among the

BEST COPY AVAILABLE

available ERIC documents are descriptions of (1) individual college efforts in the areas of adult basic education; (2) services to displaced homemakers, the handicapped, and other disadvantaged community residents; (3) local labor force development efforts and (4) services to business and industry. Other ERIC documents also provide information on the structure and administration of community services divisions of individual colleges.

BEST COPY AVAILABLE

PART A: CONTINUING EDUCATION

1. Adams, Frank G. "Financing the 'College in the Community': A Model." Community Services Catalyst, 1983, 13 (3), 20-25.

Notes the dwindling financial support for off-campus programs that meet the needs of part-time adult students, suggesting that such programs should be funded through a single office within the college's administrative organization. Posits that this office -- in charge of all off-campus programming -- would maintain its own budget, keep its own records, and contract with instructional departments in the college for services related to hiring qualified faculty, developing courses, and evaluating the course offerings. Provides an unique contrast to the more common approaches of funding off-campus programs. (JP)

BEST COPY AVAILABLE

2. DeCrow, Roger. Older Americans: New Uses of Mature Ability. Washington, D.C.: American Association of Community and Junior Colleges, 1978. 32 pp. (ED 154 859; available in microfiche only)

Draws upon a national survey of two-year institutions to provide a brief descriptive account of community college programs and services for the elderly. Describes four types of activities: (1) senior employment services that provide career counseling, job placement, and job development; (2) volunteer service programs that recruit, organize, and manage senior volunteers in federally-sponsored and community-based activities; (3) occupational and job skills training; and (4) efforts to overcome age discrimination and other barriers to the employment of seniors. Also provides a 74-item bibliography of materials related to aging and the education of older adults. Provides the reader with insights into how community colleges have gone beyond traditional education programs to provide outreach services for disadvantaged community constituencies. (JP)

BEST COPY AVAILABLE

3. Fuller, Jack W. Continuing Education and the Community College. Chicago: Nelson-Hall, 1979. 127 pp.

Addresses current and future issues confronting administrators of continuing education and identifies some innovative approaches to developing continuing education programs. Discusses the role of continuing education in the community college, with a focus on the lack of support for adult education programs. Includes specific examples and suggestions for developing an in-service continuing education program for faculty, a community leadership center, a literacy program, a women's program, management seminars, a program for the health care community, and a program for developing a continuing education facility. Serves as a reference for the community college administrator interested in developing continuing education programs for targeted audiences. (RM)

BEST COPY AVAILABLE

Gilder, Jamison. "Lifelong Education: The Critical Policy Questions." In Barry Heermann, Cheryl Coppeck Enders, and Elizabeth Wine (Eds.), Serving Lifelong Learners. New Directions for Community Colleges, no. 29. San Francisco: Jossey-Bass, 1980. pp. 69-86.

Presents an overview of policy questions concerning lifelong education in the community college. Suggests seven basic categories of effort needed to support lifelong education and proposes sharper definitions of functions as a means of increasing cooperation and expanding community linkage. Recommends local assessment of learning needs so that learning opportunities may be more precisely targeted. Describes how funding mechanisms need to be adjusted to promote lifelong learning and details the roles of labor, business and industry. Concludes that current programs for adult learners (such as television courses or weekend seminars) have been developed in spite of restrictive policy frameworks imposed, for example, by legislation and board regulations. Calls for new policies to meet the growing demand for lifelong learning. (RO)

BEST COPY AVAILABLE

5. Miles, Leroy. "A Survey of Adult and Continuing Education Competencies Needed by Directors of Community Services and Continuing Education." Community/Junior College Research Quarterly, 1980, 4 (4), 319-330.

Surveys a national sample of the directors of community college continuing education and community services programs. Examines survey responses as they relate to the official titles of the respondents, their years of administrative and teaching experience, their educational attainment, and the academic disciplines they studied in college. Also examines how the respondents ranked 42 statements on the competencies required of continuing education or community services administrators. Concludes, among other findings, that the academic and professional backgrounds of the respondents had no effect on the perceived importance of adult and continuing education competencies. (JP)

BEST COPY AVAILABLE

Ohliger, John. "Integrating Continuing Education." Continuous Learning, 1970, 9 (3), 101-6.

Describes the attempt of Selkirk College (British Columbia) to integrate adult and continuing education into the college's departmental structure. Explains that this integrated approach recognizes two types of adult education: (1) formal programming, in which qualified adults were invited to enroll in any credit class established for traditional-aged students; and (2) informal programming, in which regular departmental faculty members established noncredit workshops, seminars, or other learning opportunities in response to identified community needs. Cites an example of this informal programming and notes the difficulties encountered in gaining administrative understanding and support for the integrated approach. Provides community services practitioners with a viable approach to involving the entire faculty in the community services function. (JP)

BEST COPY AVAILABLE

1. Richardson, Penelope L. "Lifelong Learning and Politics." Convergence: An International Journal of Adult Education, 1979, 12 (1-2), 95-104.

Outlines strategies to be used by community college educators in defining, implementing, and promoting the concept of lifelong learning. Notes that the term "lifelong learning" has been a catch-all phrase attached to a variety of educational programs and urges community colleges to develop a clear agenda for lifelong education that will attract the support of local, state, and federal policy makers. Suggests that a combination of strategies be used in promoting a solid continuing education platform through legislation, administrative regulations, judicial action, and political elections. Concludes with suggestions for promoting lifelong learning among policy makers, education interest groups, and the general public. (JP)

BEST COPY AVAILABLE

? Zusman, Ami. "State Policy Making for Community College Adult Education." Journal of Higher Education, 1978, 49 (4), 337-57.

Describes the political negotiations and compromises leading to the passage of state legislation to restricting the expansion of adult education in the California community colleges. Notes that the legislation did not set policy regulations concerning what courses should be funded and whom should be served, because legislators and other interested parties held conflicting values and objectives about adult education. Concludes that support for adult education is cyclical, for while adult education is valued in the abstract, it is often seen as a marginal, not fully legitimate part of publicly-supported education. Provides insights into the complex politics of state funding for community colleges in general and for adult education in particular. (JP)

BEST COPY AVAILABLE

PART B: COMMUNITY SERVICES AND DEVELOPMENT

Abbott, William. "College/Labor Union Cooperation." Community and Junior College Journal, 1977, 47 (7), 48-51.

Utilizes a national survey of community colleges to study college cooperation with labor unions. Reports that college-union cooperative programs focus predominantly on apprenticeship training, job retraining, and skill upgrading. Also notes that more than half the respondents indicated an interest in forming work councils through which college personnel, employers, union leaders, and members of the public could develop and administer collaborative education and work programs. Concludes that in many cases labor and community colleges are each waiting for the other party to make the first move in organizing cooperative relationships and implies that such cooperation requires college commitment in the form of a full-time labor coordinator. (AMC)

BEST COPY AVAILABLE

10. Alfred, Richard L. (Ed.). Institutional Impacts on Campus, Community, and Business Constituencies. New Directions for Community Colleges, no. 38. San Francisco: Jossey-Bass, 1982. 130 pp. (ED 217 944)

Presents articles on the social and economic impacts of the community college. Includes discussions of (1) social and economic gains experienced by community college students, (2) the impact of community college programs on business and industry through the preparation of a trained labor force, (3) how impact studies can be conducted to measure cost benefits to local communities, (4) strategies community colleges can use to improve their relations with state and federal agencies, and (5) the relationship of faculty and staff morale to college impact on various constituencies. Concludes with a bibliography of relevant literature and serves as a useful source of background information for institutional researchers who need to conduct institutional impact studies. (RO)

BEST COPY AVAILABLE

Atwell, Charles A., Vaughan, George B., and Sullins, W. Robert. Reexamining Community Services in the Community College: Toward Consensus and Commitment. Topical Paper no. 76. Los Angeles: ERIC Clearinghouse for Junior Colleges and the National Council on Community Services and Continuing Education, 1982. 92 pp. (ED 220 138).

Examines the history, mission, role, and funding of community services and provides recommendations for the continued integration of such services within the community college. Argues that community college leaders have not clearly defined the role of the community service function in relation to other college missions and that as a result community services departments are not living up to their full potential. Calls on community college leaders to come to a concensus as to the goals of community services programs and discusses ways of bringing them into the mainstream of the college. Concludes with a 61-item bibliography. (JP)

BEST COPY AVAILABLE

17 Adams, Frank G. "Financing the 'College in the Community': A Model." Community Services Catalyst, 1983, 13 (3), 20-25.

Notes the dwindling financial support for off-campus programs that meet the needs of part-time adult students, suggesting that such programs should be funded through a single office within the college's administrative organization. Posits that this office -- in charge of all off-campus programming -- would maintain its own budget and keep its own records. Points out, however, that the office would contract with instructional departments in the college for services related to hiring qualified faculty, developing courses, and evaluating the course offerings. Contrasts this proposed method with four common approaches to funding off-campus programs: (1) minimal local funding with heavy reliance or outside grants; (2) minimal local funding with the burden of instructional expenditures born by individual departments, (3) cost-recovery only; and (4) combinations of two and three above. (JP)

BEST COPY AVAILABLE

15. Brawer, Florence B. Familiar Functions in New Containers: Classifying Community Education. Topical Paper no. 71. Los Angeles: ERIC Clearinghouse for Junior Colleges, 1980. 40 pp. (ED 187 412).

Identifies various traditional and nontraditional educational delivery systems in an effort to provide a uniform system of definitions and categories for community services. Explores the changing role of community colleges over time and examines sundry definitions of adult education, continuing education, lifelong learning, community services, and community education. Notes conflict and overlap in these definitions and presents a classification scheme for community college education based on the intentions and objectives of program participants. (JP)

BEST COPY AVAILABLE

Clary, Joseph R., and Iverson, Maynard J. Maximizing Responsiveness to Industry by North Carolina Technical and Community Colleges. Occupational Education Research Project. Final Technical Report. Raleigh: Department of Occupational Education, North Carolina State University, 1983. (ED 230 741)

Details the findings of a study conducted in 1981-82 to identify the elements that affect an institutions's ability to respond to the training needs of local industries. Draws upon a literature review, input from a study advisory group, and interviews with college and industry personnel to identify 19 elements that facilitate college responsiveness to industry needs. Notes that the top six identified elements refer specifically to college commitment, policy and/or activities, including (1) reliability of the institution (to do what is promised); (2) strong personal commitment of the college president to industry training; (3) high quality instruction; and (4) quick response and follow-through by the institution. Provides the reader with insights into general policy considerations (albeit not into actual instructional delivery modes) that are correlated with successful college-business relationships. (JP)

BEST COPY AVAILABLE

15. Cohen, Arthur M. "Academic Planning in Community Colleges." Planning for Higher Education, 1979, 7 (5), 28-32.

Examines internal and external forces that shape the community college curriculum and discusses principles on which program planning should operate. Notes that while transfer and vocational curricula are influenced by university course requirements and labor market conditions, community college programs are often shaped by the initiative of faculty members and administrators within the institution. Argues that curricular planning cannot be based on assumptions of unlimited growth and posits that all college programs should be socially utilitarian, verifiably educative, and not readily available elsewhere. Presents program planners and curriculum developers with a planning philosophy that eschews college expansion into unlimited community services on the basis of an infinite growth agenda. (JP)

BEST COPY AVAILABLE

16. Fletcher, Suzanne M., Rue, Robert W., and Young, Robert. "Community Education." Community and Junior College Journal, 1977, 47 (8), 24-26.

Summarizes the findings of a national survey of community colleges conducted in 1976 to analyze the colleges' commitment to community education, the types of community education activities offered by colleges, the degree to which local communities participate in those activities, program staffing patterns, and the state role in community education. Details the various types of services and courses offered in community education programs and points out that the vast majority of colleges indicated a strong commitment to the community education program. Concludes that community colleges should serve greater percentages of their constituents, engage in more cooperative efforts with local agencies, and provide better training for community service educators. (AMC)

BEST COPY AVAILABLE

17. Frankel, Joanne. The Do Everything College. Topical Paper, no. 43. Los Angeles: ERIC Clearinghouse for Junior Colleges, 1974. 42 pp. (ED 094 814)

Documents the growth of the comprehensive community services role of the community college. Traces the development of the two-year college from an institution providing vocational and lower-division academic education to one meeting the needs of diverse community groups. Describes expanding community college programs for new students, including the aged, young children, members of the armed forces, prison inmates, drug abusers, people living in rural areas, and the physically handicapped. Concludes that community colleges should establish clear and compatible purposes and should not overextend their efforts. (RC)

BEST COPY AVAILABLE

18. Gilder, Jamison, and Rocha, Jessica. "10,000 Cooperative Arrangements Serve 1.5 Million." Community And Junior College Journal, 1980, 51 (3), 11-17.

Reports findings of a survey of conducted to determine the nature of cooperative working relationships between local colleges and community-based groups. Examines the number of cooperative arrangements per college, the types of organizations that enter into these arrangements, the form that these arrangements take, and the sources of funding for such cooperative efforts. (AMC)

BEST COPY AVAILABLE

11. Gleazer, Edmund J., Jr. The Community College: Values, Vision, and Vitality. Washington, D.C.: American Association of Community and Junior Colleges, 1980. 190 pp.

Argues that the purpose of the community college should be "to encourage and facilitate lifelong learning, with community as process and product." Shows how changing student populations and the need to provide services that do not fit traditional transfer and occupational program categories require that colleges organize themselves as agencies of community development. Demonstrates how colleges can improve local government, provide technical assistance to social service agencies, and help solve community problems. Questions whether local flexibility can be maintained in the face of a trend toward state level financing and argues that a specially trained staff are necessary to operate a college dedicated to lifelong education. (AMC)

BEST COPY AVAILABLE

20. Gollattscheck, James F., Harlacher, Ervin L., Roberts, Eleanor, and Wygal, Benjamin. College Leadership for Community Renewal. San Francisco: Jossey-Bass, 1976. 160 pp.

Contends that the Morrill Act, the G.I. Bill, and the comprehensive community college have been the three most important events in the history of higher education, because they made it possible for large numbers of students to attend and broadened the scope of collegiate programs. Suggests that the development of "community renewal" colleges committed to all aspects of community life could be a fourth step in the progressive history of increased educational access. Cites Metropolitan State University (Minnisota) and Florida Junior College as examples of community renewal institutions that are dedicated to individual and social development. Includes illustrations of college interaction with various social, governmental, professional, educational, and neighborhood agencies. (AMC)

BEST COPY AVAILABLE

24. Gottschalk, Kurt. "Can Colleges Deal With High-Risk Problems?" Community College Frontiers, 1978, 6 (4), 4-11.

Argues that the community college does not fulfill its commitment to community development because, college leaders deal exclusively with low-risk community problems that do not lead to conflict and criticism. Postulates that community problems are rooted in social inequalities but that representatives of the community power structure are most likely to seek the services of the college rather than the poor and uneducated. Concludes that colleges need to identify those aspects of community problems that are amenable to education and that the college should provide the knowledge needed by various individuals and groups to solve those problems. (AMC)

EST COPY AVAILABLE

Harlacher, Ervin L. The Community Dimension of the Community College. Englewood Cliffs, N.J.: Prentice-Hall, 1969. 140 pp.

Defines community services as educational, cultural, and recreational services which are provided in addition to regular classes. Traces the growth of community services programs in community colleges and notes various program objectives: providing a center of community life, providing education for all age groups, assisting the community in solving its problems, and contributing to the cultural, intellectual, and social life of the college's service district. Points to problems in the development of community services, including staff support, coordination with other agencies, and program planning and funding. Treats community services as unique to community colleges while ignoring the contribution of university extension divisions. (AMC)

BEST COPY AVAILABLE

23. Harlacher, Ervin L. Effective Junior College Programs of Community Services: Rationale, Guidelines, Practices. Occasional Report, no. 10. Los Angeles: Junior College Leadership Program, School of Education, University of California, 1967. 75 pp. (ED 013 660)

Utilizes data from a national survey of staff at 99 two-year colleges to examine factors that contribute to the success of community services programs in four areas: (1) community use of college facilities; (2) community educational services, such as workshops or speakers bureaus; (3) cultural and recreational activities; and (4) institutional development activities such as campus tours or alumni organizations. Details--for each of these areas--the types of activities that respondents feel best meet the objectives of community services programming and the types of administrative procedures that respondents feel are condusive to program success. Draws from the study findings to provide readers with a checklist of critical program requirements related to goal setting, organization, planning, evaluation, and decision-making.

BEST COPY AVAILABLE

Holcomb, Hope M. Reaching Out Through Community Service. New Directions for Community Colleges, no. 14. San Francisco: Jossey-Bass, 1976. 122 pp. (ED 122 897)

Presents 14 articles and a bibliography on the community services function of the two-year college. Examines (1) the historical development of the concept; (2) a Florida study which produced a taxonomy for community services; (3) patterns of financial support; (4) programs in Florida and California; (5) activities directed at special clients including women, minorities and senior adults; (6) a model for managing community services in multicollege districts; and (7) a nationwide study of Title I projects in 48 community colleges. Concludes that the major problems facing community services are finance, growth limits, management, academic standards and the role of the instructors. (RO)

BEST COPY AVAILABLE

Howard, William R. "Community Transactions and the Marketing Process." In John A. Lucas (Ed.) Developing a Total Marketing Plan, New Directions for Institutional Research, no. 21. San Francisco: Jossey-Bass, 1979.

Describes institutional marketing from a community developer's point of view, arguing that college programs should be established in response to indigenous community needs. Outlines three steps in a community-based institutional marketing program: involving local constituents in planning groups, maintaining a dialog between college personnel and local constituencies, and assessing community needs through surveys or community councils. Discusses barriers to the implementation of this marketing plan and weighs the desirability of colleges becoming agents of community development. Argues that community-based marketing is a proactive alternative to declining enrollments and retrenchment. (JP)

BEST COPY AVAILABLE

26. Jellison, Holly M. (Ed.). Interface Through Cooperative Agreements: Eleven Examples of How It Can Work. Washington, D.C.: American Association of Community and Junior Colleges and the National Center for Community Education, 1981. 64 pp. (ED 206 366; available in microfiche only).

Presents the texts of 11 cooperative agreements drawn up between community colleges and local education agencies (primarily school districts). Included are agreements for (1) the joint operation of community services and adult education programs; (2) shared facilities; and (3) the development of a community education consortium for lifelong learning. Provides a resource for community college administrators who wish to enhance their community education programs through cooperative efforts with area educational agencies. (SJ)

BEST COPY AVAILABLE

18. Jellison, Holly M. (Ed.). Small Business Training: A Guide for Program Building. Washington, D.C.: National Small Business Training Network, American Association of Community and Junior College, 1983. 68 pp. (ED 229 072; available in microfiche only).

Provides college pratitioners with guidance on how to organize and deliver educational programs that meet the needs of small businesses. Includes an outline of steps to be followed in starting a small business training program (i.e., creating a community-based advisory committee, marketing and financing the program, making timetables and developing strategies, and securing the co-sponsorship of the small business association). Also describes the types of small-business programs offered by two-year colleges and examines the development and functions of the Small Business Training Network, an affiliate organization of the American Association of Community and Junior Colleges. Serves primarily as a resource for those charged with the responsibility of extending college services to the small business community. (JP)

BEST COPY AVAILABLE

29 Jennings, Frank. G. "The Two-Year Stretch: Junior Colleges in America." Change in Higher Education, 1970, 2 (2), 15-25.

Takes issue with idealistic claims that community colleges can cure the nation's educational, economic, and societal ills. Argues that the uniquely American tendency to attack societal problems by adding a new type of institution to the educational landscape is reflected in the tremendous growth of community colleges and in the "boosterism" of their proponents who maintain that the colleges can be all things to all people. Emphasizes that the community college needs to "match its pretentions with its performance" (p. 24) and define in more specific terms the outcomes it can effect in student learning. Draws upon Cohen's work in Dateline '79 (No. ___) to suggest how this might be done. (JP)

BEST COPY AVAILABLE

24. Kapraun, E. Daniel (Comp.). Community Services in the Community College: A Bibliography. Charlottesville: Center for Higher Education, Universtiy of Virginia, 1973. 26 pp. (ED 101 768)

Provides an unannotated bibliography of approximately 250 journal articles, monographs, and ERIC documents dealing with the community services function of the two-year college. Categorizes the entries under light headings: (1) background literature, (2) definition and scope, (3) organization and administration, (4) coordination, (5) research endeavors, (6) models of community service, (7) exemplary community service programs and (8) issues for the 1970s. Serves as a thorough listing of the literature published during the 1960s and early 1970s (although some items from as early as the 1920s are also listed). (JP)

BEST COPY AVAILABLE

30. Karvelis, Donald S. "Bridging the Community Services Credibility Gap." Community Services Catalyst, 1980, 10 (3), 9-11.

Studies the California community colleges to ascertain the depth of their commitment to the community services function and to assess the definitions of community services upon which they operate. Finds that community services programs include cultural events, noncredit classes, workshops, seminars, public information services, public use of college facilities, speaker's bureaus, and programs designed for specific community groups. Emphasizes that community services advocates should explain the objectives of their programs, rather than continually discuss what the programs do and how they are accomplished. Argues that the community services function is extremely vunerable in taxpayer revolts so long as community college leaders do not "identify and delineate the reasons for and results of each element in the community services programs" (p. 11). (AMC)

BEST COPY AVAILABLE

Kopecek, Robert J., and Clarke, Robert G. (Eds.). Customized Job Training for Business and Industry. New Directions for Community Colleges, no. 48. San Francisco: Jossey-Bass, 1984. 119 pp. (ED 252 267)

Presents eight articles on contracted, customized training for business and industry. Includes disucssions of (1) the issues involved with industrial training and an organizational model for delivering such programs, (2) the similarities and differences between traditional degree programs and industrial training programs, (3) customized programs for steel and other heavy industries, (4) ways to improve productivity and college-employer relations through worker education. Also lists components of successful training programs including flexibility, relevance and marketability. Serves as a useful source book for administrators charged with the task of planning and operating a college program for contracted learning. (RO)

BEST COPY AVAILABLE

32. Lombardi, John. Community Education: Threat to College Status? Topical Paper, no. 68. Los Angeles: ERIC Clearinghouse for Junior Colleges, 1978. 45 pp. (ED 156 296)

Provides a succinct analysis of the problems surrounding the expansion of adult basic education, adult education, continuing education, and community services. Notes the varying definition for each of these components and examines the difficulties involved in obtaining standardized enrollment data for community education activities. Reviews the debate concerning public support for these educational services, concluding that there is a trend toward making them self-supporting, with remission for tuition and fees for disadvantaged, handicapped, and senior citizens. Explores the dilemma of how to reconcile the growth of below-college-level activities with the desire to maintain the community college's institutional association with higher education.

BEST COPY AVAILABLE

55. Mahoney, James R. Community College Centers for Contracted Programs: A Sequel to Shoulders to the Wheel. Washington, D.C.: American Association for Community and Junior Colleges, 1982. 77 pp. (ED 229 061; available in microfiche only)

Draws upon a survey of 37 colleges to summarize the characteristics of special community college centers that contract educational services to business, industry, government, and other groups in the local community. Examines factors which have influenced the creation of such centers and draws a composite of the centers' goals, objectives, services, program development procedures, and contact and linkage approaches. Also discusses special administrative problems experienced by the centers in such areas as staffing, labor union resistence, and competition with state universities and consulting agencies that provide the same services. Concludes with advice for administrators who are interested in initiating or expanding contractual services and with case studies describing centers that have been established at 15 community colleges. (JP)

BEST COPY AVAILABLE

Martorana, S.V., and Piland, William A. (Eds.), Designing Programs for Community Groups. New Directions for Community Colleges, no. 45. San Francisco: Jossey-Bass, 1983. 114 pp. (ED 243 553)

Presents eight essays that discuss the role of community colleges in responding to changing community needs. Topics discussed include (1) the role of education in the renewal of community life; (2) a model for developing college-community linkages; (3) working relationships between special interest groups and community colleges; (4) institutional leadership in local economic development; (5) ways in which colleges shape and respond to federal and state interests; and (6) the assessment adult education needs. Concludes with a review of selected literature processed by ERIC. Provides community services personnel with a review of current issues surrounding the college role in local community development. (SJ)

BEST COPY AVAILABLE

36. Nicek, Sidney S. and Cooper, Edward M. "Community Impact: Does It Really Make a Difference?" In Ervin L. Harlacher and James F. Gollattscheck (Eds.). Implementing Community-Based Education. New Directions for Community Colleges, no. 21. San Francisco: Jossey-Bass, 1978. pp. 79-90.

Argues that if community-impact studies are to be meaningful, researchers must identify all the constituencies affected by a college, the array of impacts or outcomes which may result from college programs, and the different ways of obtaining community-impact data (such as survey questionaires or interviews). Provides a framework for such comprehensive impact analyses by outlining (1) the specific types of constituencies the colleges serve, including individuals, interest groups, community organizations, and other audiences; (2) the major categories of college impacts, including those that affect the local economy as well as those related to increased knowledge or skill levels; and (3) the major indicators of impact in each of these categories. Also discusses administrative and methodological considerations in the planning and development of impact studies. Serves as a useful synopsis of factors to be considered in assessing college impacts.

BEST COPY AVAILABLE

36. Michaels, Dennis F. and Boggs, David L. "Community Services: Community College Faculty Perceptions and Participation." Community/Junior College Research Quarterly, 1980, 4 (2), 137-49.

Surveys a sample of 300 full-time faculty in Ohio to study their perceptions of and participation in community services programs. Finds that involvement in planning and teaching within the community services program is a key factor in how full-time faculty perceive community services: the greater the involvement, the more favorable the perception. Notes further that female instructors and younger faculty members with less teaching experience were more likely to support community services activities. Lacks an examination of why faculty support or do not support the community service function, but serves, nonetheless, to illustrate that faculty are divided on this subject.

BEST COPY AVAILABLE

31. Myran, Gunder A. Community Services in the Community College. Washington, DC: American Association of Junior Colleges, 1969. 60 pp. (ED 037 202)

Considers the purposes and administration of the community services function. Examines the scope of community services offerings, arguing that they are undertaken in cooperation with other community agencies in an effort to meet personal and community educational needs that are not met by formal certificate or collegiate degree programs. Also discusses (1) organization, staffing, and financing patterns; (2) requisites to effective leadership of community services programs; (3) the integration of the community services program within the college; and (4) linkages with community groups. Posits a large social role for the community college, arguing that the community service function is a means for the college to respond to local problems posed by urbanization, racial tensions, environmental pollution, poverty, and other social ills. (JP)

BEST COPY AVAILABLE

38 Nelson, Robert E., and Piland, William E. Organizing Small Business Programs in Community Colleges. Urbana: Department of Vocational and Technical Education, University of Illinois, 1982. 74 pp. (ED 219 517)

Provides guidelines and resource materials for organizing small business programs in community colleges. Includes individual chapters on student needs, program content, the use of advisory committees in establishing the program, needs assessment strategies, and methods of promoting and evaluating the program. Also provides a bibliography of curriculum guides and texbooks as well as appendixes that include such items as a small business survey, a timetable for organizing management courses, a small business management seminar, and sample evaluation forms. Serves as a brief guide to the factors that should be considered in starting programs to assist persons who want to initiate or maintain a small business operation. (JP)

BEST COPY AVAILABLE

Nickens, John M. "Who Takes Community Service Courses and Why." Community/Junior College Research Quarterly, 1977, 2 (1), 11-19.

Studies the demographic characteristics of 4,631 community service students in Florida and their reasons for enrolling in community service courses. Reports that students have diverse reasons for taking community service courses ranging from employment-related goals to those dealing with personal interests or hobbies. Recommends that course objectives be communicated prior to the beginning of the course and that teacher qualifications be examined in some areas of community service programs. Concludes that greater effort should be made to serve all types of citizens in the community, although that may require financial support through fee waivers, financial aid or state support. [RO]

BEST COPY AVAILABLE

4c. Parnell, Dale. "Will Belly Dancing Be Our Nemesis?" Community Services Catalyst, 1982, 12 (3) 4-5.

Argues that even though most recreational and hobby courses are self-supporting, they result in a negative public image for the college. Recommends limiting community services offerings to those that flow out of the regular college curriculum and link the regular faculty with the community. Suggests re-examining the premise that the community college must provide any and all types of programs for which there is a demand. Maintains that colleges should assist other community agencies in offering marginally educative activities and encourage their own faculty to present instructional modules on community problems such as toxic waste disposal, energy conservation, economic survival, and improving inter-group human relations. (AMC)

BEST COPY AVAILABLE

4c. Shipley, Kenneth E., Jr. "Coordination, Control and Community Services in the Community College." Community Services Catalyst, 1980, 10 (1), 7-11.

Draws upon interviews at three community colleges in three mid-Atlantic states to examine the extent to which increased state control has affected the pattern of community services offered by two-year colleges. Finds that while state coordination and control has had little effect on the pattern of community services offered, statewide coordination has been positively related to the degree to which colleges emphasize accountability and improve their planning procedures for the community services program. Also reports that community services programs tend to be more responsive to funding sources than to community needs and that colleges that adhere closely to state level agencies' community services policies are more likely to receive state funding for community services. (AMC)

BEST COPY AVAILABLE

44. Sisson, Kathryn A. "Integrating Community Development Into Community Colleges: A Consideration." Journal of the Community Development Society, 1983, 14 (2), 1-18.

Draws upon a literature review to examine the integration of community development activities in community services and community education programs. Discusses the roles such programs can play in instigating community development and cites several examples of how community colleges have organized to marshall local resources and individuals in solving area problems. Notes that college involvement in actual community development (as opposed to traditional community seminars and education) is not actually wide spread and that there are financial and attitudinal barriers to the incorporation of community development in outreach programs. Serves as an exhaustive review of the research to date on the role of community colleges as community development agencies. (JP)

BEST COPY AVAILABLE

43. Tyree, Lawrence W., and McConnell, Nancy C. Linking Community Colleges with Economic Development in Florida. ISHE Fellows Program Research Report No. 3, 1982. Tallahassee, Fla.: Institute for Studies in Higher Education, Florida State University, 1982. 38 pp. (ED 226 785).

Discusses the role of the community college in fostering and promoting economic development through linkages with business and industry. Presents a rationale for establishing such linkages, noting the advantages enjoyed by industry and citing examples in California, New Jersey, and the Carolinas. Examines demographic and economic changes in Florida, as well as legislative and administrative efforts to bring educators in contact with business. Suggests strategies for linking Florida's community colleges more closely with future economic development and concludes with an annotated bibliography. (DZ)

BEST COPY AVAILABLE

44. Welch, Timothy. "Accreditation." Community Services Catalyst. 1973, 4 (1), 11-20.

Asks "What are community services?", noting that there is no clear statement or statutory definition. Finds, after a brief review of the standards set by each of six regional accrediting associations, that only two accrediting agencies have community services standards of any significance and that only one distinguishes between community services at two- and four-year colleges. Suggests a list of possible community services appropriate for community colleges, urging such activities as community use of the college facilities; organization of non-credit short courses, workshops, conferences, and cultural events; and special services for the elderly. Concludes that whatever guidelines an accrediting association chooses, it needs to develop a clear statement of what constitutes community services in two-year colleges.

BEST COPY AVAILABLE

43 Young, Robert B., Fletcher, Suzanne M., and Rue, Robert R. Directions for the Future: An Analysis of the Community Services Dimension of Community Colleges. Community Colleges Community Education Monograph #2. Washington, D.C.: National Center for Community Education, American Association of Community and Junior Colleges; Ann Arbor: Office of Community Education Research, University of Michigan, 1978. 70 pp. (ED 158 787)

Details findings of a nationwide survey conducted in 1976 to examine the status of community services programs at two-year colleges. Draws upon responses from 855 institutions (67 percent of the colleges surveyed) to profile the community services function in terms of (1) institutional commitment to community services offerings; (2) cooperation among colleges and other community agencies; (3) staffing; (4) the various titles under which community services programs are offered; (5) the effect of college size on the community services program; and (6) differences in community services offerings. Concludes with a list of general concerns and with descriptions of models of successful and unsuccessful community education programs. Serves as a cursory overview of community services offerings in the mid-1970s. (JP)

BEST COPY AVAILABLE

Appendix Two

Examples of Community Education Offerings

The following resumes provide citations to and abstracts of ERIC documents describing community education efforts at two-year colleges. The resumes, presented in alphabetical order by autor (or title if there is no personal author), illustrate the wide variety of instructional and noninstructional services offered under the community education rubric. Included are documents describing the following:

** Adult Basic Education Programs ("California Adult Student Assessment...," 1985; Dovalina, 1981; Hooks & Nelson, 1982; "Project BEST-PAL...,"1984; Richard and others, 1981; Simpson and Koehler, 1984; Stoll, 1981)

** Short-Term Job Training (Moore, 1982; "Report of Retail Sales Training Program, 1981)

** Instructional and Other Services to Special Populations, Including Older Adults, Displaced Homemakers, and the unemployed ("Bechtel Cerritos College...," 1980; Borremans, 1985; Crist and others, 1984; "HRD Yesterday and Today...," 1982; Kistler, 1982; Ludwig and others, 1984; Pierce, 1981; Spaid & Parsons, 1980, 1984; Valeau, 1982; Zendell, 1981)

** Contracted Instructional Services for Industries and Other Organizations (Kopecek and Clark, 1984; McCartney, 1984; Mahoney, 1982; Smith, 1983; Versteck, 1981)

** College Involvement in Business, Industrial and Community Development (Brown and Peniche, 1984; Groff, 1982; Jellison, 1983; Parsons, 1983; Rogers, 1982; Zeiss, 1984)

** Continuing Education (Christenson, 1984; Lutz, 1985)

Each of the documents listed here can be ordered through the ERIC Document Reproduction Service in Arlington, Virginia. An order form is attached.

BEST COPY AVAILABLE

DOCUMENT RESUME

ED 197 773 JC 810 046

TITLE Bechtel-Cerritos College Drafting and Designer Training Project.
INSTITUTION Cerritos Coll., Norwalk, Calif.
PUB DATE 11 Feb 80
NOTE 70p.

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Affirmative Action: Budgets: *Community Colleges: *Cooperative Education: Cooperative Programs: Disabilities: *Drafting: *Economically Disadvantaged: Females: Job Placement: *Job Training: Labor Needs: Minority Groups: Program Costs: Program Development: Program Evaluation: Student Recruitment: Training Objectives: Two Year Colleges
IDENTIFIERS Bechtel Power Corporation CA: Comprehensive Employment and Training Act

ABSTRACT

Using primarily a question/answer format and numerous graphs and tables, this 18-part report summarizes the goals, operations and budget of a cooperative program administered by Cerritos Community College to train 90 minority, handicapped, and economically disadvantaged individuals for guaranteed placement in drafting and design positions at Bechtel Power Corporation in Norwalk, California. The first sections of the report provide information about Cerritos College, a summary of the project, and lists of participating organizations and other review organizations. The next sections describe the local planning process used to develop the project, discuss local labor market needs, and outline the project's goals and objectives. The bulk of the report presents and illustrates the project's training plan, which consists of two training phases to prepare students for entry-level positions, and an additional phase for 25% of the students to prepare them for higher paying positions. The final sections of the report cover participant support services, monitoring and evaluation procedures, the project's operating plan, and budgets for worksite and classroom training, supplies, and student services. (JP)

BEST COPY AVAILABLE

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

DOCUMENT RESUME

ED 258 627 JC 850 340

AUTHOR Borremans, Robert T.
TITLE A Comparison of Starting Wages and Job Satisfaction for Reemployed Dislocated Workers Participating in the Rock County Dislocated Worker Program.
PUB DATE 11 May 85
NOTE 56p.; Ed.D. practicum, Nova University.
PUB TYPE Dissertations/Theses - Practicum Papers (043) -- Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Career Change; *Career Counseling; Comparative Analysis; *Dislocated Workers; Job Layoff; *Job Satisfaction; *Job Search Methods; Participant Satisfaction; School Surveys; Technical Institutes; Two Year Colleges; *Wages
IDENTIFIERS *Blackhawk Technical Institute WI

ABSTRACT

Following the economic recession of the early 1980's and the consequent high levels of unemployment in Rock County, a program was created at the Blackhawk Technical Institute (BTI) to assist dislocated workers reentering the labor force. The Rock County Dislocated Worker Program was intended as a comprehensive program with two principal activities - job search assistance in which all program participants enrolled; and career advisement to which dislocated workers who failed to find new employment after four weeks were referred. A study was later conducted to compare the differences in outcomes, including levels of job satisfaction and starting wages, between workers who had participated in both areas and those who participated only in job search assistance. Questionnaires were sent to 110 participants in job search assistance and to 108 who had taken part in both areas requesting information on the workers' job satisfaction and background information. Study findings, based on responses from 28.7% of the job search group and 50.9% of the career advisement sample, indicated that attitudes on job satisfaction and the starting wages of reemployed dislocated workers were unrelated to the types of services received at BTI. The study includes an examination of the implications of the findings and recommendations. The questionnaire is appended. (HB)

BEST COPY AVAILABLE

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

DOCUMENT RESUME

ED 255 244 JC 850 083

TITLE	California Adult Student Assessment System (CASAS) Project Final Report: 1983-1984.
INSTITUTION	California Adult Student Assessment System Consortium, San Diego.; San Diego Community Coll. District, CA. Continuing Education Centers.
SPONS AGENCY	California State Dept. of Education, Sacramento.
PUB DATE	84
NOTE	229p.; An Assessment Consortium Project.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC10 Plus Postage.
DESCRIPTORS	*Adult Basic Education; *Adult Students; Community Colleges; *Educational Diagnosis; *English (Second Language); English Instruction; *Minimum Competencies; State Programs; Testing Programs; Two Year Colleges
IDENTIFIERS	*California; *California Adult Student Assessment System

ABSTRACT

A final report is provided of the CASAS Project, a comprehensive educational assessment system designed to measure the identified competencies of local educational programs for all levels of Adult Basic Education (ABE) and English as a Second Language (ESL). The report begins with lists of personnel involved in the project, and an overview of CASAS which sought to: (1) provide effective placement materials and procedures for correct student placement into ABE, ESL, and vocational programs for beginning through advanced levels; (2) measure student achievement in a competency-based program; (3) target day-to-day relevant instruction; (4) certify attainment of competencies for movement of students to higher program levels and for local certification programs; and (5) provide materials and procedures adaptable to various settings and linked to competency-based curriculum goals and instructional programs. Section A provides a needs statement, general and project background, and a summary of 1980-81 activities. Section B summarizes CASAS 1983-84 activities, focusing on the undertakings of project committees, test item development and field testing, assessment results, vocational assessment activities, microcomputer use projects, and the development of a career guidance system. After section C describes efforts to disseminate project materials, sections D, E, and F look at CASAS workshops, presentations, and training workshops. Extensive appendices provide additional background material, test results, final reports on various project activities, and survey materials. (LAL)

BEST COPY AVAILABLE

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

DOCUMENT RESUME

ED 246 978 JC 840 453

AUTHOR Christensen, Mary Ann
TITLE Feasibility Study: A Gerontological Survey to Determine Certification and Continuing Education Needs of Area Nursing Home Staff.
INSTITUTION Butler County Community Coll., El Dorado, KS.
PUB DATE 14 Aug 84
NOTE 43p.
PUB TYPE Reports - Evaluative/Feasibility (142) -- Tests/Evaluation Instruments (160) -- Information Analyses (070)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Allied Health Personnel; Certification; Community Colleges; Community Surveys; *Educational Needs; Employment Practices; Employment Problems; National Surveys; Needs Assessment; Nurses; Nurses Aides; *Nursing Homes; Older Adults; *Professional Continuing Education; *Program Development; State Surveys; Two Year Colleges
IDENTIFIERS *Kansas

ABSTRACT

Developed as part of an evaluation of the feasibility of establishing a continuing education program for nursing home staff at Butler County Community College (BCCC), this report provides an overview of continuing education in the field at national, state, and local levels. Section I introduces the demographic, social, and economic trends that necessitate improved and extended continuing education for nursing home staff. Section II examines the status of nursing home continuing education on a national level, pointing to three types of staffing problems: insufficient staff-to-patient ratio, high turnover, and lack of training. Section III provides a statewide focus on nursing homes in Kansas; recent state regulations for the certification of nursing home personnel; statewide program offerings for various job categories; procedures for developing approved courses; and initial training programs and continuing education opportunities. Section IV presents findings from studies to assess the need for a continuing education program at BCCC, based on survey responses from nursing homes in the catchment area. Information is provided on: (1) the responsibilities and educational needs of nursing home administrators, directors of nursing, activity directors, dietitians, registered and licensed practical nurses, nurses aides, medication aides, restorative aides, and social service designees; (2) jobs in which turnover was of most concern; (3) staffing patterns; and (4) recommended emphases of a continuing education program at BCCC. (LAL)

BEST COPY AVAILABLE

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

DOCUMENT RESUME

ED 255 251 JC 850 116

AUTHOR	Crist, Donald G.; And Others
TITLE	Local Initiative for Displaced Workers Generates State Response.
PUB DATE	May 84
NOTE	13p.
PUB TYPE	Reports - Descriptive (141) -- Viewpoints (120)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Community Colleges; *Dislocated Workers; *Employment Programs; *Job Training; *Retraining; Two Year Colleges; Unemployment
IDENTIFIERS	*Carl Sandburg College IL

ABSTRACT

In the midst of the economic recession of the early 1980's, two major facilities in Galesburg, Illinois, were closed down: a large private company and a state mental health facility which employed 15% of the local residents. The economic and social impact of these closures created a crisis for the town, its inhabitants, and service workers. In response, a number of agencies, including Carl Sandburg College, Illinois Job Services, the state government, and the Chamber of Commerce set up a task force to address the needs of displaced workers. A proposal for the creation of a Dislocated Workers Center was submitted and quickly approved. The Center is designed to address the displaced workers' needs for vocational retraining and job search assistance. It responds to the interests of workers by including union representatives on all hiring panels and ad hoc committees. Overall the success of the Galesburg Dislocated Workers Center Project indicates the kind of responses a local community can develop to similar crises and shows the role that community colleges can play in the area of vocational retraining and coordination of local resources. (HB)

BEST COPY AVAILABLE

****
pro* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

DOCUMENT RESUME

ED 202 557 JC 810 343

AUTHOR Dovalina, Ramon H.
TITLE Administering Adult Education--A Community Based Approach.
PUB DATE May 81
NOTE 9p.; A Panel Report presented to the College Board Southwestern Regional Making-It Workshop (San Antonio, TX, May 4-5, 1981).

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Administrative Organization; Administrator Responsibility; *Adult Basic Education; *Adult Education; Community Colleges; *Continuing Education; *Cooperative Education; Noncampus Colleges; *Program Administration; Publicity; Two Year Colleges; Vocational Education
IDENTIFIERS *Austin Community College TX

ABSTRACT

After introductory material warning that the unique circumstances surrounding a college may prohibit it from replicating the administrative tactics of another institution, this paper describes the management and administrative organization of Austin Community College's (ACC's) decentralized adult education program. A brief description of ACC is presented first, which examines ACC's utilization of dispersed governmental and private facilities in lieu of a college-owned campus; the organization of ACC's administrative staff; and the characteristics of ACC's largely adult student population. The remainder of the paper then discusses the management of ACC's Community Campus, which, under the central leadership of an Executive Dean, provides vocational and adult continuing education at 56 locations through three administrative units. These three units are: (1) the Adult Basic Education Program, which offers courses in citizenship, high school equivalency, and English as a Second Language; (2) the Continuing Education Program, which provides instruction in the areas of vocational skills, licensure, and avocational interests; and (3) Business, Industrial, and Government Training Programs, which oversee cooperative education. For each of these units, the paper describes funding sources, responsibilities of unit administrators, provisions for site supervision, and techniques used to publicize and market the unit's courses. (JP)

BEST COPY AVAILABLE

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

DOCUMENT RESUME

ED 217 907 JC 820 149

AUTHOR Groff, Warren H.
TITLE Strategic Planning of Technology Transfer.
PUB DATE 23 Apr 82
NOTE 46p.; Paper presented at the Economics Section Colloquium, "Emerging Technologies and Their Economic Impact," (Columbus, OH, April 23, 1982).

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Consortia; Delivery Systems; Educational Media; *Educational Planning; Educational Research; Evaluation Criteria; *Long Range Planning; Postsecondary Education; Program Evaluation; Research Utilization; *State Programs; *Technology Transfer
IDENTIFIERS *Ohio; *Ohio Technology Transfer Organization

ABSTRACT

Using the Ohio Technology Transfer Organization (OTTO) as its primary example, this paper offers a strategic planning perspective on technology transfer and human resources development. First, a brief overview is provided of the maturation of mission priorities and planning processes in higher education in the United States, followed by a definition of technology transfer as a means to facilitate economic development, increase productivity, and stimulate job growth. Next, several components of OTTO (a statewide network of postsecondary institutions providing small business and industry with the information, advice, and services essential to technology transfer) are described, along with other state and national efforts in the field. A strategic plan to accomplish technology transfer and human resources development is then presented within the framework of three components: (1) research and development; (2) delivery systems; and (3) evaluation. The research and development component is examined in terms of futurism, trend analysis, high technologies, modes of technology transfer, technology assessment, entrepreneurship, and community development. The delivery systems component is considered with reference to personnel and alternative forms of the electronic delivery of education and training. The process of evaluation is presented in terms of costs, capital planning, and management of the planning process. In a brief conclusion, the future of postsecondary education is linked to the degree to which it meets social needs. (HB)

BEST COPY AVAILABLE

****
Reproductions supplied by EDRS are the best that can be made *
from the original document. *
****

DOCUMENT RESUME

ED 227 923 JC 830 169

AUTHOR Hooks, William Michael; Nelson, Floride
TITLE The Adult Literacy League and the Center for Adult Literacy.
PUB DATE 82
NOTE 10p.
PUB TYPE Reports - Descriptive (141) -- Viewpoints (120)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Adult Reading Programs; Community Colleges; Community Services; *Cooperative Programs; *Literacy Education; *Tutorial Programs; Two Year Colleges; *Voluntary Agencies; Volunteers; Volunteer Training
IDENTIFIERS *Adult Literacy League FL; *Valencia Community College FL

ABSTRACT

Since its foundation in 1968, the Adult Literacy League of Orlando, Florida, has dedicated itself to eradicating the educational handicaps of more than 2,575 local residents. The League, which in 1975 became part of the Open Campus of Valencia Community College (VCC), offers two courses: (1) a Literacy Tutor Training Workshop, a 10-hour program to train volunteer members of the community to teach basic reading and writing to adult non-readers; and (2) Developmental Reading, a course taught by volunteer tutors on a one-to-one basis. The students, who represent a small proportion of the estimated 30,000 functional illiterates in Orange County, are asked to commit themselves to stay in the program for 1 year, to set aside time for homework and lessons, and to pay a modest price for course materials. Program implementation involves the identification and recruitment of non-readers, recruitment and training of tutors, matching of students and tutors, and follow-up assistance for tutors. As it enters its 15th year of operation, challenges facing the League include finding fresh ways to reach those ill-equipped with survival skills, strengthening its efforts, and extending its public relations thrust. Appended materials include information on the cooperative relations between the League and VCC, a profile of the 67 students currently enrolled in the program, and a statement of agreement between the League and VCC. (HB)

BEST COPY AVAILABLE

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

DOCUMENT RESUME

ED 217 942 JC 820 318

TITLE	HRD Yesterday and Today: A Statistical and Descriptive Study of the Human Resources Development Program Operated under the North Carolina Department of Community Colleges from 1973-1982. Final Report.
INSTITUTION	MDC, Inc., Chapel Hill, N.C.
SPONS AGENCY	North Carolina Governor's Office, Raleigh.
PUB DATE	Feb 82
NOTE	262p.; For a related document, see JC 820 319.
EDRS PRICE	MF01/PC11 Plus Postage.
DESCRIPTORS	Community Colleges; *Educational Benefits; Educational Finance; *Employment Programs; Followup Studies; Job Training; *Labor Force Development; *Labor Force Nonparticipants; Outcomes of Education; Participant Satisfaction; *Program Effectiveness; Program Evaluation; Remedial Instruction; Resource Allocation; State Programs; Two Year Colleges
IDENTIFIERS	*Human Resources Development Program NC; √*North Carolina

ABSTRACT

This report provides descriptive and evaluative information on the Human Resources Development (HRD) program, which was instituted in North Carolina community colleges to provide remedial education and occupational training to chronically unemployed individuals and to offer advice and assistance for obtaining employment. After an executive summary of the program's successes and limitations, the report introduces a statewide study conducted to examine how the HRD program has affected the community college system and to determine the long-term economic impact of HRD training on participants. Chapter I of the report presents an overview of the study questions and describes the study methodology. Chapter II traces the development of the HRD program from 1968 and highlights the changes in the program since its inception. After chapter III assesses the impact of the program on participants and on the community college system, chapter IV analyzes operational issues that have affected statewide program performance. Chapter V explores the utility of HRD's competetive efficiency index (a measure used to increase allocations to colleges on the basis of decreases in public assistance expenditures) as a measure of program performance, as a means of allocating resources, and as a program management tool. Chapter VI presents recommendations for strengthening the program and assesses its potential for national replication. Appendices include evaluation methodology and results. (Author/HB)

BEST COPY AVAILABLE

****
Reproductions supplied by EDRS are the best that can be made *
from the original document. *
****

DOCUMENT RESUME

ED 229 062 JC 830 158

AUTHOR	Jellison, Holly M., Ed.
TITLE	Small Business Training Models for Community Growth.
INSTITUTION	American Association of Community and Junior Colleges, Washington, DC. National Small Business Training Network.
SPONS AGENCY	Small Business Administration, Washington, D.C.
PUB DATE	Feb 83
NOTE	66p.
AVAILABLE FROM	American Association of Community and Junior Colleges, One Dupont Circle, NW, Washington, DC 20036 ($10.00).
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Business Administration Education; College Programs; Community Colleges; Community Coordination; *Community Education; Cooperative Programs; Minicourses; Models; Nontraditional Education; Program Descriptions; *School Business Relationship; *Small Businesses; Two Year Colleges; Workshops
IDENTIFIERS	Albuquerque Technical Vocational Institute NM; Cuyahoga Community College OH; Daytona Beach Community College FL; El Paso Community College TX; Genesee Community College NY; Lane Community College OR; Montgomery College MD; Saddleback Community College CA; Stark Technical College OH

ABSTRACT

Nine successful community college programs for small business management training are described in this report in terms of their college and economic context, purpose, offerings, delivery modes, operating and marketing strategies, community outreach, support services, faculty and staff, evaluation, and future directions. The model programs are offered by: (1) Albuquerque Technical-Vocational Institute, which provides individual assistance to businesses, evening and weekend workshops, day and evening courses, and a certificate program; (2) Cuyahoga Community College (CC), which offers a full-service associate degree as well as short, noncredit workshops; (3) Daytona Beach CC's Center for Small Business, which provides workshops, seminars, counseling, and resources; (4) El Paso CC's Center for Educational Services for Small Business Development, which offers a comprehensive system of educational and support systems utilizing community and college resources; (5) the Rural Business Institute of Genesee CC, which provides on-site consultation services; (6) Lane CC's Business Assistance Center, which stresses practical skills training, services to small rural businesses, and farm business management; (7) Montgomery College, which offers courses for the public and local employers, and produces business conferences; (8) Saddleback CC, which features an entrepreneurship program and a workshop series on starting a business; and (9) Stark Technical College's Thursday College for Small Business Owners, which stresses problem-solving skills. (DAB)

DOCUMENT RESUME

ED 226 809 JC 830 136

AUTHOR	Kistler, Kathleen M.
TITLE	REPP: A Case Study in Federal Financing--Long Term Fiscal and Instructional Implications. A Project Report.
INSTITUTION	College of the Redwoods, Eureka, Calif.
PUB DATE	15 Mar 82
NOTE	25p.
PUB TYPE	Reports - Evaluative/Feasibility (142) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Community Colleges; *Counselor Attitudes; Federal Programs; Job Layoff; Lumber Industry; *Participant Satisfaction; *Program Costs; Program Evaluation; Questionnaires; Reentry Students; *Retraining; School Surveys; *Student Attitudes; Student Needs; *Teacher Attitudes; Two Year Colleges; Two Year College Students; Unemployment
IDENTIFIERS	*Redwood Employees Protection Plan CA

ABSTRACT

A study was conducted at the College of the Redwoods to analyze the fiscal, institutional, and instructional impact of the Redwood Employees Protection Plan (REPP) program, a federally funded retraining program for timber workers displaced by redwood park expansion. The study involved telephone interviews with 37 former and current students, 16 faculty members, and 3 counselors regarding their experiences with the program. In addition, REPP contracts, budget reports, student schedules, and data from the Learning Assistance Center and Business Office were analyzed to determine the costs and revenues of the program. Selected findings revealed: (1) more than 50% of the REPP students reported satisfaction with the program, their courses, and their instructors; (2) at least 30% said they needed more information, encouragement, and guidance to explore new careers and educational opportunities; (3) 63% of the instructors indicated that REPP students generally performed above average in class; (4) all of the counselors indicated that REPP students initially required more than average counseling time and two felt that REPP students had higher than average completion/success rates; and (5) net revenue to the district resulting from REPP totaled $42,291.45 in fall 1981. Based on study findings, recommendations were made for improving the program and for future involvement in specially funded programs. The survey instruments and job market data are appended. (DAB)

BEST COPY AVAILABLE

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

DOCUMENT RESUME

ED 252 267 JC 850 036

AUTHOR	Kopecek, Robert J., Ed.; Clarke, Robert G., Ed.
TITLE	Customized Job Training for Business and Industry. New Directions for Community Colleges, Number 48.
INSTITUTION	ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
SPONS AGENCY	National Inst. of Education (ED), Washington, DC.
REPORT NO	ISBN-87589-990-0
PUB DATE	Dec 84
CONTRACT	400-83-0030
NOTE	119p.
AVAILABLE FROM	Jossey-Bass, Inc., Publishers, 433 California St., San Francisco, CA 94104 ($8.95).
PUB TYPE	Guides - Non-Classroom Use (055) -- Books (010) -- Reports - Descriptive (141)
JOURNAL CIT	New Directions for Community Colleges; v12 n4 1984
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	*Community Colleges; Contracts; Economic Development; *Inplant Programs; *Job Training; *Labor Education; Program Descriptions; *School Business Relationship; State Programs; Two Year Colleges

ABSTRACT

This sourcebook describes and analyzes contracted customized training for business and industry provided by community colleges. First, "Customized Job Training: Should Your Community College Be Involved?" by Robert J. Kopecek identifies issues to be considered in program decision making and suggests an organizational model for program delivery. "Customized Job Training and Credit Programs," by Robert G. Clarke, outlines similarities and differences between traditional degree programs and industrial training programs and offers guidelines for community colleges entering the field. "Providing Customized Job Training through the Traditional Administrative Organizational Model," by William A. Connor, advocates the centralized organizational model. In "Developing Customized Programs for Steel and Other Heavy Industries," Philip R. Day, Jr. describes Dundalk Community College's unique approach to customized training. "North Carolina: A Statewide System of Training for New and Existing Industries," by H. James Owen, provides an example of successful government-education-industry collaboration. "Worker Education for Improved Productivity: The Role of New York State Community College Contract Courses," by W. Gary McGuire, describes the benefits of legislative, corporate, and educational cooperation in terms of increased worker productivity and improved college-employer relations. In "Partnerships for Employee Training: Implications for Education, Business, and Industry," David B. Luther provides an industrial perspective on customized job training. "Components of Successful Training Programs," by Dorothy J. Kaplan, reviews specific practices to ensure program effectiveness. Finally, an annotated bibliography of relevant ERIC documents is presented. (LAL)

DOCUMENT RESUME

ED 243 536 JC 840 210

AUTHOR	Ludwig, Terry; And Others
TITLE	Admiral Corporation and Carl Sandburg Community College Score through JTPA.
INSTITUTION	Carl Sandburg Community Coll., Galesburg, IL.
PUB DATE	[84]
NOTE	7p.
PUB TYPE	Reports - Descriptive (141) -- Viewpoints (120)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Community Colleges; *Cooperative Programs; Economic Development; *Employment Programs; Federal Programs; Government School Relationship; *Inplant Programs; On the Job Training; *School Business Relationship; Two Year Colleges
IDENTIFIERS	*Job Training Partnership Act 1982

ABSTRACT

The Admiral Corporation, the Illinois Department of Commerce and Community Affairs (DCCA), the Illinois State Board of Education (ISBE), the area administrative entity for the Job Training Partnership Act (JPTA), and Carl Sandburg Community College (CSCC) recently joined in an effort to provide training and jobs for unemployed workers in Galesburg, Illinois. The following steps were components of the joint project: (1) the Admiral Corporation, which was planning an expansion of over 500 employees, was contacted by the Illinois DCCA with an offer of access to a number of economic development opportunities available from local, state, and federal sources; (2) CSCC participated in these discussions and arranged to coordinate the training grant application; (3) JPTA representatives worked with Admiral officials to establish training programs and negotiate costs; (4) funding was secured from JTPA and the local Job Service office; (5) CSCC applied for a High Impact Training grant to help underwrite the instructor cost being incurred by Admiral; and (6) 138 economically disadvantaged persons were hired and trained by Admiral. The cooperative effort illustrated the importance of: an attitude receptive to innovation and change that gives priority to business and industry needs; the value of creativity and innovation in program planning and delivery; networking (communication among agencies); quality control; and success. (AYC)

BEST COPY AVAILABLE

Reproductions supplied by EDRS are the best that can be made from the original document.

DOCUMENT RESUME

ED 263 940 JC 850 587

AUTHOR Lutz, Joan
TITLE Childrens Hospital Inservice Education Curriculum.
PUB DATE 30 Oct 85
NOTE 26p.; Graduate seminar paper, University of California at Los Angeles.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052) -- Dissertations/Theses - Practicum Papers (043)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Course Content; *Curriculum Design; Curriculum Development; *Inservice Education; Nonschool Educational Programs; *Nurses; *Nursing Education; Professional Continuing Education

ABSTRACT

A description is provided of a 15-month, in-service nursing education program at Childrens Hospital (Los Angeles, California). The first sections of the paper describe Childrens Hospital and provide a rationale for the hospital-based program. A listing of program goals and objectives is also provided, indicating that the curriculum is designed to enable the new hospital employee to acquire theoretical knowledge drawn from both nursing and allied sciences, practical skills, and assessment abilities. After outlining the specific objectives of the course in terms of learning outcomes and performance improvement, the paper identifies the groups for whom the course is intended. The bulk of the document consists of a description of the following units: (1) Professional and Interpersonal Enhancement Training; (2) Neonatal Nursing; (3) Pediatric Intensive Care Nursing; (4) the Procedure Unit; (5) From Infancy to Adulthood; (6) Oncology Nursing; (7) Infectious Diseases; (8) the Operating Room/Recovery Room; (9) the Emergency Room; (10) Ambulatory Nursing; and (11) Dialysis Nursing. The procedure for implementation is described, followed by an evaluation scheme which serves to clarify program objectives. Finally, procedures for curriculum revision and a short bibliography are presented. (LAL)

BEST COPY AVAILABLE

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

DOCUMENT RESUME

ED 243 558 JC 840 240

AUTHOR McCartney, H. E.
TITLE Automotive Educational-Industry Partnerships at Northern Virginia Community College.
PUB DATE Apr 84
NOTE 10p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (64th, Washington, DC, April 1-4, 1984).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Associate Degrees; *Auto Mechanics; College Role; Community Colleges; *Cooperative Programs; *Job Training; Private Financial Support; Program Descriptions; *School Business Relationship; Two Year Colleges
IDENTIFIERS *Northern Virginia Community College

ABSTRACT

Northern Virginia Community College (NVCC) currently enjoys three distinctive automotive training partnership agreements designed to meet the specific educational needs of the participating industries. The first agreement is between NVCC and the Product Service Training Department of General Motors Corporation (GMC), whereby GMC may extend its training programs to the college campus to meet its increased need for dealer technician training. Under this agreement, the college provides the faculty and facilities, while GMC maintains control over content, design, scheduling, and refinement of the training courses offered. The second agreement, also with GMC, is for the provision of an associate in applied science (AAS) degree program in automotive technology for students selected by GMC. NVCC offers its existing AAS degree program in sections scheduled and tailored to meet the needs of students working in GMC dealerships. The third agreement is with the National Services Training Manager of American Motors Corporation (AMC) to accommodate a training program for AMC mechanics. This agreement differs from the others in that AMC provides its own instructors, instructional supplies, and equipment, while the college provides facilities, awards continuing education credits, and provides normal student services. Additional information on each of the training agreements is appended. (HB)

BEST COPY AVAILABLE

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

DOCUMENT RESUME

ED 229 061 JC 830 157

AUTHOR	Mahoney, James R.
TITLE	Community College Centers for Contracted Programs: A Sequel to Shoulders to the Wheel.
INSTITUTION	American Association of Community and Junior Colleges, Washington, D.C.
SPONS AGENCY	Department of Energy, Washington, D.C.
REPORT NO	ISBN-0-87117-122-8
PUB DATE	Sep 82
GRANT	DE-FG-05-79IR10295
NOTE	77p.; For a related document, see ED 214 584.
AVAILABLE FROM	American Association of Community and Junior Colleges, One Dupont Circle, NW, Washington, DC 20036 ($6.00).
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Case Studies; Community Characteristics; Community Colleges; *Community Coordination; *Contracts; Financial Support; Inplant Programs; Institutional Advancement; Program Administration; Program Descriptions; *School Business Relationship; *School Community Relationship; Two Year Colleges

ABSTRACT

Based on a survey of 37 colleges, this booklet provides a summary of the characteristics of special community college centers that contract educational services to business, industry, government, and other groups in the local community. Following background information on the development and uses of the booklet and its special relevance to energy education, factors are outlined that have influenced the creation of centers for coordinating college and community relationships. Next, a composite is drawn of the centers' goals, objectives, services, contact and linkage approaches, program development procedures, and administrative details. Problems experienced by the centers are then discussed in areas such as faculty, college/program credibility, and tracking and follow-up systems. Advice offered by survey respondents is then presented for colleges interested in initiating or expanding involvement in contracted educational services. Finally, brief case studies are presented of the centers at the West Valley Joint Community College (CC) District, College of DuPage, Moraine Valley CC, Prairie State College, University of Maine at Augusta, North Shore CC, Kalamazoo Valley CC, Mercer County CC, College of the Albemarle, Portland CC, Southwestern Oregon CC, Williamsport Area CC, State Technical Institute at Memphis, Lee College, and Wytheville CC. Each case study provides information on the community, the college, and the operations and characteristics of the center. (DAB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

DOCUMENT RESUME

ED 226 789 JC 830 089

AUTHOR Moore, George R.
TITLE Short-Term Training--Where the Action Is!
PUB DATE [82]
NOTE 9p.
PUB TYPE Viewpoints (120)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Community Colleges; Job Skills; *Job Training; *Labor Force Development; Program Descriptions; Retraining; *School Community Relationship; *Technical Education; Training Methods; Two Year Colleges; Vocational Education
IDENTIFIERS *Chemeketa Community College OR; *Short Term Training

ABSTRACT

In order to address major permanent changes in the economic structure and workforce of its community, Chemeketa Community College (CCC) in Oregon has made a commitment to initiate as many short-term training programs as its resources permit. Short-term training, which takes less time than regular one-year certificate or two-year associate degree programs, focuses on the acquisition of specific technical skills with minimum coursework in related subjects or general education. Beginning in August 1982, CCC began planning two separate short-term training projects in cooperation with the Mid-Willamette Valley Consortium. The Group Occupational Training Project (GOTP) offers short-term training in industrial skills training/mobile home construction, word processing, and typing/transcribing. The Classroom Training Project (CTP) trains dislocated community workers in the areas of electronic technology, computer operations, microprocessor repair, and computer-assisted drafting/graphics. These programs are open-entry/open-exit and competency-based, using course modules based on industry standards and validated through testing programs. Experience so far in planning and implementing these programs has provided insight into: (1) time, philosophical, and attitudinal constraints on initiating new programs; (2) strategies for maintaining consistent and positive relations between the college and consortium, and otherwise promoting program and student success; and (3) implications for CCC's future role in short-term training. (DAB)

BEST COPY AVAILABLE

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

DOCUMENT RESUME

ED 230 244 JC 830 257

AUTHOR Parsons, Michael H.
TITLE Technology Transfer: Programs, Procedures, and Personnel.
PUB DATE 26 Apr 83
NOTE 9p.; Paper presented at a roundtable at the Annual Convention of the American Association of Community and Junior Colleges (63rd, April 24-27, 1983, New Orleans, LA).
PUB TYPE Speeches/Conference Papers (150) -- Viewpoints (120) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *College Role; *Community Colleges; Cooperative Programs; *Delivery Systems; *School Business Relationship; Technological Advancement; *Technology Transfer; Two Year Colleges
IDENTIFIERS *Hagerstown Junior College MD

ABSTRACT

A view of the appropriate role of community colleges in the transfer of technology to business and industry is presented in this paper. Introductory material defines technology transfer as a strategy integrating knowledge of the latest technological practices, procedures for their implementation, tactics for their integration into existing delivery systems, and evaluation designs to measure the achievement of technological mastery. Further, the introduction discusses the role of colleges in selecting delivery systems to transfer innovations to business and industry. Next, the technology adaptation project of the National Center for Research in Vocational Education is described. Using Hagerstown Junior College's (HJC's) programs as examples, the following section discusses modes of transferring technology, including: (1) the translation of technical knowledge into information about operational tactics; (2) the installation and application of new hardware; and (3) contracts for the delivery of technological services. After a discussion of the transfer of appropriate technologies to the production setting, barriers to successful transfer (e.g., costs and lack of information) are identified. Finally, strategic issues related to the location of businesses and industries and the level of mastery of previously developed technologies are presented. (HB)

BEST COPY AVAILABLE

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

DOCUMENT RESUME

ED 217 913 JC 820 266

AUTHOR Pierce, Nancy
TITLE Institute of Study for Older Adults: Liberal Arts and Language Skills Program. Annual Report, 1980-81.
INSTITUTION New York City Technical Coll., Brooklyn. Div. of Continuing Education and Extension Services.
SPONS AGENCY Consolidated Edison Co., Brooklyn, N.Y.; Fund for the Improvement of Postsecondary Education (ED), Washington, DC.; New York City Dept. for the Aging, N.Y.; New York City Dept. of Employment, N.Y.; New York State Education Dept., Albany. Bureau of Basic Continuing Education.
PUB DATE [81]
NOTE 27p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Adult Basic Education; *Adult Education; Basic Skills; Community Colleges; *Educational Radio; English (Second Language); Enrollment Trends; Individual Characteristics; *Older Adults; *Outreach Programs; Program Descriptions; Program Evaluation; Student Attitudes; Two Year Colleges; Two Year College Students

ABSTRACT

This report provides information on programs and developments during the 1980-81 academic year in the Institute of study for Older Adults (ISOA) Liberal Arts program which provided more than 158 courses to over 3,600 disadvantaged elderly residents of New York City. The first section concentrates on progress towards continuing objectives--in particular towards involving students in the selection of courses of study and promoting advocacy of the learning needs of elders to educators and gerontologists. This section reveals that older students prefer academic over non-academic classes and prefer classes they select themselves over those chosen by center staff. After a discussion of the program's recognition, both locally and nationally, the success of projects undertaken in local centers and of radio shows for the elderly are assessed. The next section evaluates the liberal arts program of ISOA and includes details of a survey of 180 adults. The survey found that ISOA students were not more satisfied with life, socially active, or involved in the community than other groups and that students reported positive changes resulting from their experience with the program. Then, efforts to extend basic education and English as a Second Language to the elderly, involving surveys, interviews, and the development of a program manual, are outlined. Finally, the effects of funding reductions on ISOA liberal arts programs are examined. Appendices include data on funding, enrollment, attendance, and completion patterns. (HB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

DOCUMENT RESUME

ED 246 939 JC 840 410

TITLE Project BEST-PAL (Basic Education Skills Through-Parenting Affective Learning): Process Manual for Program Implementation.
INSTITUTION Brevard Community Coll., Cocoa, Fla.
SPONS AGENCY Florida State Dept. of Education, Tallahassee. Bureau of Adult/Community Education.
PUB DATE 84
NOTE 56p.; For related documents, see ED 243 561-563.
PUB TYPE Reports - Descriptive (141) -- Guides - Non-Classroom Use (055) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Adult Basic Education; *Outreach Programs; *Parent Education; Program Descriptions; Student Recruitment; Two Year Colleges; *Volunteer Training

ABSTRACT

This manual describes and evaluates the implementation of Project BEST-PAL (Basic Education Skills Through-Parent Affective Learning), Brevard Community College's special demonstration training project intended to return adults who have dropped out of the educational system back into the learning environment by bringing them to parenting classes offered in their own neighborhoods by trained volunteers coming from these communities. Following an introduction to the processes used in Project BEST-PAL, the report outlines the project's activities, including: (1) a door-to-door assessment of parenting education needs; (2) the development of learning modules, which addressed parenting topics while building in instruction in reading and writing skills; (3) the recruitment of volunteer sponsors to teach the parenting classes; (4) the involvement of Adult Basic Education Teacher/Recruiter/Counselors (ABE/TRC's) in training and working with the volunteer sponsors; (5) interaction with other community agencies serving undereducated adults; (6) the preparation of general publicity materials; (7) the training of the volunteer sponsors; and (8) the conduct of the BEST-PAL outreach classes. The next section provides evaluation results based on the responses of the volunteer sponsors, ABE/TRC's, and parents. Finally, conclusions and recommendations are provided. Extensive appendices provide materials illustrating various aspects of the project. (AYC)

BEST COPY AVAILABLE

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

DOCUMENT RESUME

ED 219 094 JC 810 613

TITLE	Report of Retail Sales Training Program for Clackamas Town Center, January 19, 1981-March 6, 1981.
INSTITUTION	Clackamas Community Coll., Oregon City, Oreg.
PUB DATE	81
NOTE	270p.
EDRS PRICE	MF01/PC11 Plus Postage.
DESCRIPTORS	Community Colleges; Course Descriptions; Curriculum Guides; *Distributive Education; *Job Training; *Minicourses; Program Descriptions; Program Evaluation; *Retailing; Sales Occupations; School Business Relationship; Two Year Colleges

ABSTRACT

In late 1980, a retail sales training program was implemented at Clackamas Community College to meet the training needs of business tenants of the new Clackamas Town Center. The program consisted of 20 hours of intensified training in customer relations, sales, cashiering, job readiness, and interviewing. A total of 416 students completed the 7-week training program, and 60% of those seeking employment at the Town Center obtained it. The training program is currently being offered to any other community in the county that requests it. The program report begins with a chronology of events leading to the implementation of the training project and then discusses the result of student and instructor evaluations of the program's content, training, and materials. The report's conclusions emphasize that the retail sales training program is both workable and in demand, and recommendations for program refinement and replication are provided. The bulk of the report consists of supplementary materials including college publications regarding the program, advertising, program costs, and enrollment figures; program materials covering job interviews and job preparation; an explanation of resume writing; study guides; and student materials for courses in orientation and customer relations, cashiering, salesmanship, job readiness, and interviewing and job applications. (HB)

BEST COPY AVAILABLE

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

DOCUMENT RESUME

ED 212 326 JC 820 025

AUTHOR Rickard, Patricia L.; And Others
TITLE California Adult Student Assessment System (CASAS) Project. Final Report: July 1, 1980-June 30, 1981.
INSTITUTION San Diego Community Coll. District, Calif.
SPONS AGENCY California State Dept. of Education, Sacramento.; Office of Education (DHEW), Washington, D.C.
PUB DATE 81
NOTE 59p.

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Adult Basic Education; Adult Students; Behavioral Objectives; Community Colleges; Competency Based Education; Consortia; *English (Second Language); *High School Equivalency Programs; Intercollegiate Cooperation; School Districts; Student Placement; *Test Construction; *Test Items; Two Year Colleges

ABSTRACT

This report summarizes the 1980-81 activities of the California Adult Student Assessment Systems (CASAS) Project, which involved the San Diego Community College District and other California districts in a consortial effort to devise competency-based assessment materials to: (1) place adults in appropriate levels of Adult Basic Education (ABE), English as a Second Language (ESL), and high school diploma programs; and (2) measure the educational achievement of students in these programs. Background information concerning the project and its objectives is first presented, followed by a review of activities undertaken by the districts to examine the assessment needs of adult students and to design appropriate test items and instruments. These efforts included developing 824 test items to measure competencies in the ESL, ABE, and diploma curricula of the districts; field testing instruments using these items; validating these test items through a Rasch scaling procedure; developing prototype tests for intermediate ABE and ESL students and for high school diploma students; compiling a test item bank for instructors and coding these items into the CASAS Competency Code List; and identifying and coding ABE and ESL competency-based materials currently being used in the districts. Appendices include an outline of CASAS life skill competency statements for consumer economics, community resources, health, occupational knowledge, and government and law. (JP)

BEST COPY AVAILABLE

****
Reproductions supplied by EDRS are the best that can be made *
from the original document. *
****

DOCUMENT RESUME

ED 229 065 JC 830 161

AUTHOR	Rogers, Robert H.
TITLE	Landsat Technology Transfer to the Private and Public Sectors through Community Colleges and Other Locally Available Institutions, Phase II Program. Final Report.
INSTITUTION	Environmental Research Inst. of Michigan, Ann Arbor.
SPONS AGENCY	National Aeronautics and Space Administration, Greenbelt, Md. Goddard Space Flight Center.
REPORT NO	ERIM-154700-1-F
PUB DATE	Mar 82
GRANT	NAS5-26393
NOTE	90p.
PUB TYPE	Reports - Descriptive (141) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	*Aerospace Technology; Cartography; Community Colleges; Computer Oriented Programs; *Cooperative Programs; Government School Relationship; Information Utilization; Intercollegiate Cooperation; Land Use; Postsecondary Education; Questionnaires; *Satellites (Aerospace); *School Business Relationship; *Technology Transfer; Workshops
IDENTIFIERS	*Landsat Technology

ABSTRACT

In 1979, the National Aeronautics and Space Administration (NASA) and the Environmental Research Institute of Michigan (ERIM) initiated a program to investigate methods of making Landsat (satellite imagery) technology available to private sector firms through a network comprising NASA, a university or research institute, local community colleges, and private and public organizations. The program gives local users an opportunity to obtain hands-on training in Landsat data analysis and Geographic Information System (GIS) techniques, using a desk-top, interactive Remote Analysis Station (RAS). The RAS communicates with a central computing facility and provides for the generation of land use and land suitability maps and other data products via remote command. This report on the second-year accomplishments of the Landsat technology transfer program begins by outlining the objectives and activities of Phases I and II. The next section summarizes Phase II accomplishments, including the involvement of more colleges and local users; the upgrading of the operational capabilities of RAS terminals, host software, and training materials; and the development of technology transfer programs on a self-sustaining basis. This section also specifies ERIM's role in technology transfer and reviews developments at particular colleges. The final section presents conclusions regarding the program network, private sector participants, and training materials, and offers recommendations regarding universities and research institutes, community colleges, and computer-time share companies. (HB)

BEST COPY AVAILABLE

DOCUMENT RESUME

ED 246 952 JC 840 424

AUTHOR Simpson, William M.; Koehler, C. Russell
TITLE A Pilot Program to Recruit, Orient, and Use Classroom Volunteers to Assist ABE/ESL Faculty.
INSTITUTION Olympic Coll., Bremerton, Wash.
SPONS AGENCY Washington Office of the State Superintendent of Public Instruction, Olympia.
PUB DATE 84
NOTE 32p.; For related documents, see JC 840 425-427.
AVAILABLE FROM ABE/310 Materials, Learning Center, Highline Community College, Midway, WA 98032 (free while supplies last).
PUB TYPE Reports - Descriptive (141) -- Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Adult Basic Education; Community Colleges; *English (Second Language); Program Descriptions; Program Evaluation; Teacher Attitudes; *Teaching Assistants; *Tutorial Programs; Tutors; Two Year Colleges; Volunteers; *Volunteer Training

ABSTRACT

The pilot project described and evaluated in this report was conducted at Olympic College to test the assignment of volunteer classroom assistants under the supervision of Adult Basic Education (ABE) and English as a Second Language (ESL) instructors to help individualize classroom instruction. Section I introduces the project, the college and its surrounding area, the problems associated with the high demand for ABE and ESL instruction, the purposes of the project, the number and types of students to be served, and the products to be developed (i.e., handbooks for volunteer tutors, volunteer tutor coordinators, and ABE/ESL faculty). Sections II and III examine the procedures and results of the project, focusing on a needs assessment of instructional staff and their attitudes toward the project; volunteer recruitment and employment; volunteer tutor orientation; and the development of the three handbooks. In section IV, the pilot project is evaluated in terms of its seven stated objectives and instructors' comments on the project, indicating that all goals had been met and that the instructors were unanimous in their support of the program's continuation. Section IV also includes a discussion of the major strengths of the project, citing the importance of faculty input into the project design, the critical role played by the Project Coordinator, and the value of the handbooks. Section V provides a summary and recommendations for institutions considering similar programs. Questionnaires and evaluation instruments are appended. (AYC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

DOCUMENT RESUME

ED 253 277 JC 850 047

AUTHOR Smith, Norman D.
TITLE An Identification of Effective Practices in Contract Education Programs in Selected California Community Colleges.
PUB DATE Apr 83
NOTE 245p.; Ed.D. Dissertation, Pepperdine University.
AVAILABLE FROM University Microfilms, P.O. Box 1764, Ann Arbor, MI 48106 (Order no. 83-16454, MF $16.00; PC $25.00).
PUB TYPE Dissertations/Theses - Doctoral Dissertations (041) -- Reports - Research/Technical (143) -- Information Analyses (070)

EDRS PRICE Document Not Available from EDRS.
DESCRIPTORS *Community Colleges; *Inplant Programs; *Labor Education; Literature Reviews; *On the Job Training; *Program Effectiveness; Questionnaires; *School Business Relationship; State Surveys; Teacher Selection; Two Year Colleges
IDENTIFIERS *California Community Colleges

ABSTRACT

A study was conducted to identify California community colleges with contract education programs; to identify and determine the characteristics of successful programs; and to make recommendations for program development. The study was conducted through a review of the literature, a survey of California community colleges to identify effective contract education programs, and in-depth interviews at selected colleges with contract program administrators to identify effective practices. Conclusions, based on survey responses from 47 colleges with contract education programs and in-depth interviews with 7 program administrators, included the following: (1) community college contract education courses consisted primarily of lower division courses in general education, basic skills, and business and technical courses; (2) courses were designed by the colleges and offered at times and places to meet employer needs; (3) instructors were selected for their up-to-date knowledge and ability to teach in a business setting; and (4) contract education can provide a valuable community service at no cost to the taxpayer and serve as an alternative funding source for the college. The survey instruments and sample contracts are appended. (Author/LAL)

BEST COPY AVAILABLE

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

DOCUMENT RESUME

ED 245 742 JC 840 359

AUTHOR Spaid, Robin L.; Parsons, Michael H.
TITLE An Agenda for the 90's: Strategies and Tactics for Conducting an Effective Dislocated Worker Training Program.
PUB DATE 2 Apr 84
NOTE 14p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (64th, Washington, DC, April 1-4, 1984).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Community Colleges; *Dislocated Workers; *Employment Programs; *Program Development; *Retraining; *Student Problems; Two Year Colleges
IDENTIFIERS *Hagerstown Junior College MD

ABSTRACT

In August 1983, when the second largest employer in Washington County, Maryland, closed its plant, the local unemployment rate was 13%. The following month, Hagerstown Junior College (HJC) received $50,000 in state funds to initiate a dislocated worker (DLW) program. The program included orientation by a counselor, diagnostic testing, and enrollment by the workers in credit or non-credit vocational programs. The displaced workers experienced a number of problems following their enrollment, including feelings of helplessness and hopelessness, difficulty in adapting to student life, and the constant need to look out for job opportunities. In recognition that it was not possible to develop the services this population needed through traditional college resources, the program was expanded later that fall. A 7-week "mini-mester" was developed for workers who were not able to enroll in the regular fall semester; a grant proposal sought funding for a DLW center to provide counseling, job survival skills, and a general support system; and a referral system among area service providers was developed. In spring 1984, 164 dislocated workers enrolled at HJC in vocational courses, regular credit programs, and specially designed short-term training programs. Some students were unable to complete the term as unemployment benefits ran out, and they were forced to take any available job. Lessons learned from the HJC experience underscored the importance of recruitment, support systems, program structure, and staff development. (HB)

BEST COPY AVAILABLE

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

DOCUMENT RESUME

ED 198 873 JC 810 157

AUTHOR Spaid, Robin L.; Parsons, Michael H.
TITLE Meeting the Needs of Displaced Homemakers and Other Special Groups: A Training Manual for Displaced Homemaker Projects.
INSTITUTION Hagerstown Junior Coll., Md.
PUB DATE Oct 80
NOTE 47p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Advisory Committees; Career Counseling; *Displaced Homemakers; Job Placement; *Job Training; Program Descriptions; *Program Implementation; Publicity; Records (Forms); Staff Utilization; Student Financial Aid; *Student Personnel Services; Two Year Colleges; *Womens Education

ABSTRACT

As an informational aid for institutions interested in initiating displaced homemaker projects, this manual describes the development and operations of Hagerstown Junior College's Office of Displaced Homemaker Services. The manual's introduction outlines the specific objectives of the office, which was created to provide support services and/or vocational training to persons who have lost their means of support through divorce, separation, or the death of their spouse. Drawing upon the initial experiences of program operation, the manual then describes: (1) staffing and personnel responsibilities; (2) the role and composition of advisory and steering committees; (3) procedures in the program intake system, which is designed to determine client needs, refer clients to other offices when necessary, and collect ongoing information concerning client process; (4) procedures in the college intake system, which guides the client through college admission, registration, and counseling; (5) the individuals for whom the programs are designed and promotional activities to reach them; and (6) services provided by the office in the areas of career counseling, financial aid, group support, and job development. Finally, the report examines special problems encountered in program funding, student financial aid, and the provision of child care services. Intake forms, flow charts, publicity materials, and questionnaires are included in the report. (JP)

BEST COPY AVAILABLE

Reproductions supplied by EDRS are the best that can be made from the original document.

DOCUMENT RESUME

ED 213 445 JC 810 507

AUTHOR Stoll, Shirley
TITLE Recruiting Strategy. 310 Project.
INSTITUTION Hawkeye Inst. of Tech., Waterloo, Iowa.
PUB DATE [81]
NOTE 37p.; The document included several copyrighted newspaper articles which are not available.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Adult Basic Education; Advisory Committees; *Community Involvement; High School Equivalency Programs; *Publicity; *School Community Relationship; *Student Recruitment; Technical Institutes; Two Year Colleges

ABSTRACT

This five-part report describes a project to build community awareness of adult basic education (ABE) programs and their benefits in the Hawkeye Institute of Technology (HIT) service area. Part I reveals that the project's primary goal was to direct innovative recruitment activities toward undereducated adults in nine Iowa communities. It explains the project's operational plan, which involved discussions of planning and promotional activities by core committees composed of ABE staff; community, business, and religious leaders; social service workers; and general educational development (GED) graduates. Recruiting methods used in the project are listed in Part II. These included posters and flyers, news releases, radio and television announcements, school news releases, local church involvement, announcements in clubs and organizations, letters to prospective and former students, involvement of HIT students, door-to-door contacts, and a slide presentation. Part III introduces a teacher recruiting contest, which offered a cash prize to the ABE teacher offering the best recruitment idea, and provides examples of ideas submitted, e.g., a HIT alumni club for ABE graduates. The design and use of publicity posters are also considered. Part IV summarizes the project's accomplishments, which included the recruitment of 94 students, while Part V contains examples of the publicity materials used. (KL)

BEST COPY AVAILABLE

****
Reproductions supplied by EDRS are the best that can be made *
from the original document. *
****

DOCUMENT RESUME

ED 214 600 JC 820 148

AUTHOR Versteck, Mary M.
TITLE U. T. R. [Unit Treatment Rehabilitation] Program.
PUB DATE Nov 81
NOTE 9p.; Paper presented at the Annual Conference of the Florida Association of Community Colleges (32nd, St. Petersburg, FL, November 11-14, 1981).

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Agency Cooperation; *Allied Health Occupations Education; Community Colleges; *Cooperative Programs; Government School Relationship; *Mental Health Programs; Program Development; *Psychiatric Aides; Rehabilitation Programs; *Retraining; *State Agencies; Statewide Planning; Two Year Colleges
IDENTIFIERS *Florida

ABSTRACT

In the mid-70's mental health programs in Florida underwent a major change with the implementation of a Unit Treatment Rehabilitation (UTR) model of patient care, which emphasizes the re-socialization of patients and a team approach to mental health care. In response to this change, an innovative program was developed through coordination between the state community college system and the Department of Health and Rehabilitation Services (HRS). Federal funds were obtained to retrain aide-level employees of four state mental hospitals and a ten-course program leading to a Certificate in Human Services was established in coordination with four community colleges. Later, state funds were obtained to speed the retraining process, and a four-course program was established to retrain all aide-level employees at the four hospitals within five years. HRS funds were divided among the four colleges, which also provided financial support for the programs. At each college, a faculty member served as part-time instructor and part-time administrator, and, in one case, coordination was established between the college and hospital through a liaison who administered the program from the two facilities. After outlining the development of the UTR program and problems of interagency coordination, the components of cooperative links between state agencies are presented, including recognition and clarification of need, curriculum development, delivery of service, and evaluation of outcomes. (HB)

BEST COPY AVAILABLE

cmt

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

DOCUMENT RESUME

ED 243 508 JC 840 180

AUTHOR	Zeiss, P. Anthony
TITLE	Local Initiative for Economic Development.
PUB DATE	Apr 84
NOTE	8p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Business Education; Community Colleges; Cooperative Programs; *Economic Development; Entrepreneurship; *Labor Force Development; Program Descriptions; *School Business Relationship; *School Community Relationship; Small Businesses; Two Year Colleges; Vocational Education
IDENTIFIERS	*Pueblo Community College CO

ABSTRACT

In fall 1982, in an effort to address a rising unemployment rate in its service area, Pueblo Community College (PCC) joined with local community leaders and the Pueblo Economic Development Corporation to explore feasible, practical, and workable assistance models which would foster the retention and development of small businesses. Numerous economic development models were reviewed and a comprehensive community study was conducted for use in the development of the model initiative--the Pueblo Business Assistance Network (PBAN). PBAN provides a unified network of services from the community and consists of four major assistance groups: (1) an intake and assistance center, which has received 183 requests for assistance and has helped 23 businesses to open or significantly expand; (2) a non-profit, cooperative, volunteer assistance group, which provides in-depth assistance by practicing professionals; (3) a seed/venture capital assistance fund, which is designed to render financial assistance to any new or existing small business that is based in Pueblo County and will create jobs via the exportation of goods and services; and (4) the Business and Technology Center, an incubation facility providing affordable technical assistance and low overhead costs to new small businesses. PCC's efforts to alleviate the unemployment problem in its service area have also included expanded and innovative programs and services, geared towards the training or retraining of the local labor force. (LAL)

BEST COPY AVAILABLE

Reproductions supplied by EDRS are the best that can be made from the original document.

DOCUMENT RESUME

ED 206 334 JC 810 415

AUTHOR Zendell, Marlene
TITLE The Displaced Homemaker Pilot Project Evaluation Study. Report Number 81-15.
INSTITUTION Washington State Council for Postsecondary Education, Olympia.
PUB DATE Jun 81
NOTE 98p.

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Adult Education; *Adult Programs; *Community Centers; Community Colleges; *Community Services; *Counseling Services; *Displaced Homemakers; Educational Benefits; Employment; Females; *Job Training; Participant Characteristics; Participant Satisfaction; Pilot Projects; Program Evaluation; Surveys; Two Year Colleges; *Womens Education

ABSTRACT

This three-part report describes and evaluates Washington's Displaced Homemaker Pilot Project, a two-year program which established multipurpose service centers to provide training, counseling, and support for displaced homemakers. After the Executive Summary, Part I presents background on project funding and the problems and characteristics of displaced homemakers, illustrated by four brief case histories. In addition, Part I describes the initiation of the project in 1979, its overall design, the awarding of contracts for displaced homemaker centers to three community colleges and three community service organizations, general project goals, and the specific objectives and classroom and individualized approaches used by the six centers. Finally, Part I covers the evaluation methodology which included intake, exit, and follow-up surveys of 571 participants. Part II presents survey findings, focusing on participants' demographic characteristics, employment history, barriers to employment, use of services, behavioral changes, employment and training status of all participants and of welfare recipients, and satisfaction. Additionally, short-term services and costs and benefits are covered. After Part III presents conclusions and recommendations, appendices outline advisory committee membership, provide survey data, and outline the activities of the displaced homemaker centers. (AYC)

BEST COPY AVAILABLE

ERIC Clearinghouse for Junior Colleges

JUL 11 1986

Reproductions supplied by EDRS are the best that can be made from the original document.